

The University Extension Journal.

VOL. VII., No. 59—FEBRUARY, 1902.

TABLE OF CONTENTS.

	PAGE		PAGE
Notes and Comments	66	Books for Students	72
Is Education a Failure, and can it be a Success? By P. H. Wicksteed, M.A.	67	Greek Classes	77
The Victoria University	69	Books Received	80
New Books Worth Buying. By J. A. R. Marriott, M.A.	69	Official Announcements—	
Education in the Potteries	70	I. Oxford	74
What is a Gothic Building? By Miss Bessie Potts	71	II. Cambridge	75
The Importance of Geography in Education	72	III. London	78
Notes from the Centres	72	IV. Victoria	80

TO SUBSCRIBERS.

The UNIVERSITY EXTENSION JOURNAL is published under the official sanction of the Oxford, Cambridge, London, and Victoria University Extension Authorities, and is conducted by a joint Editorial Committee appointed by these four bodies.

It is published nine times in the year, viz., from October to May, inclusive, on the first of the month, and in July.

It is published for the Proprietors by Messrs. ARCHIBALD CONSTABLE AND CO., LTD., 2, Whitehall Gardens, Westminster, S.W., to whom all orders, both individual and trade, should be addressed. The annual subscription is 2s. 3d.; post free, 2s. 6d. The four Central Authorities have made arrangements to supply to Local Secretaries packets of not less than a dozen

copies at a much reduced charge. Application should be made in each case by the Local Secretary to the Secretary of the University Extension Authority with which the Local Centre is connected.

TO CONTRIBUTORS.

All communications for the Editorial Committee should be addressed to the SUB-EDITOR, UNIVERSITY EXTENSION JOURNAL Office, Charterhouse, London, E.C., or to the Secretary of the University Extension Authority with which the contributor is connected.

TO ADVERTISERS.

All Advertisements should be addressed to Mr. GEORGE RADFORD, 5, Henrietta Street, Covent Garden, London, W.C.

OXFORD UNIVERSITY PRESS.

THE WORKS OF THOMAS KYD. Edited from the Original Texts, with Introduction, Notes, and Facsimiles, by FREDERICK S. BOAS, M.A. Demy 8vo, cloth extra, 15s. net.

KING HORN. A Romance of the Thirteenth Century. Edited from the Manuscripts by JOSEPH HALL, M.A. 8vo, cloth, 12s. 6d. (Uniform with the Library Editions of Chaucer and Gower.)

STUDIES IN EUROPEAN LITERATURE. Being the Taylorian Lectures, 1899—1899. Crown 8vo, cloth, 7s. 6d.

SHORT HISTORY OF FRENCH LITERATURE. By GEORGE SAINTSBURY, M.A. Fifth Edition, Revised (with the Section on the Nineteenth Century greatly enlarged). Crown 8vo, cloth, 10s. 6d.

MARLOWE'S TRAGICAL HISTORY OF DR. FAUSTUS, AND GREENE'S HONOURABLE HISTORY OF FRIAR BACON AND FRIAR BUNGAY. Edited by A. W. WARD, Litt.D. Fourth Edition. Crown 8vo, cloth, 6s. 6d.

THE PILGRIM'S PROGRESS, GRACE ABOUNDING, RELATION OF THE IMPRISONMENT OF MR. JOHN BUNYAN. Edited, with Biographical Introduction and Notes, by E. VENABLES, M.A. Second Edition, Revised by MABEL PEACOCK. Crown 8vo, cloth, with Portrait, 3s. 6d.

THE ANCIENT CLASSICAL DRAMA. A Study in Literary Evolution. Intended for Readers in English and in the Original. By R. G. MOULTON, M.A. Second Edition. Crown 8vo, cloth, 8s. 6d.

SOURCES FOR GREEK HISTORY BETWEEN THE PERSIAN AND PELOPONNESIAN WARS. Collected and arranged by G. F. HILL, M.A. 8vo, cloth, 10s. 6d.

HOMER'S ODYSSEY, Books XIII—XXIV. Edited, with English Notes and Appendices, by D. B. MONRO, M.A. Demy 8vo, cloth, 16s.

Spectator.—"Mr. Monro's appendix, as it is of unusual length (reaching to more than 200 pages), so contains matter of more than common value. We do not know where to look for a more complete conspectus of what is compendiously called the Homeric question."

A SCHOOL HISTORY OF ENGLAND. With Maps, Plans, and Bibliographies. By OWEN M. EDWARDS, R. S. RAIT, H. W. C. DAVIS, G. N. RICHARDSON, A. J. CARLYLE, and W. G. POGSON-SMITH. Crown 8vo, cloth, 3s. 6d.

THE CAMBRIDGE PLATONISTS. Being Selections from the Writings of BENJAMIN WHICHOTE, JOHN SMITH, and NATHANIEL CULVERWEL, with Introduction by E. T. CAMPAGNAC, M.A. Crown 8vo, cloth, 6s. 6d. net.

BRITISH MORALISTS. Selections from Writers principally of the Eighteenth Century. Edited by L. A. SELBY-BIGGE, M.A. 2 vols. Crown 8vo, cloth, 18s.

A STUDY OF THE ETHICS OF SPINOZA (Ethica ordine geometrico demonstrata). By HAROLD H. JOACHIM. 8vo, cloth, 10s. 6d. net.

THE RELATIONS OF GEOGRAPHY AND HISTORY. By the Rev. H. B. GEORGE, M.A. With Maps. Crown 8vo, cloth, 4s. 6d.

A HISTORICAL GEOGRAPHY OF THE BRITISH COLONIES. By C. P. LUCAS, C.B. Vol. V, Canada, Part I, New France. Crown 8vo, cloth, 6s.

ELEMENTARY POLITICAL ECONOMY. By EDWIN CANNAN, M.A. Second Edition. Extra fcap. 8vo, stiff covers, 1s.

ELEMENTARY POLITICS. By THOMAS RALEIGH, D.C.L. Sixth Edition. Extra fcap. 8vo, stiff covers, 1s.

ALSO PUBLISHED BY HENRY FROWDE.

THE OXFORD CHAUCER. The Complete Works of Geoffrey Chaucer. Edited, from numerous manuscripts, with a full glossarial index, by the Rev. WALTER W. SKEAT, Litt.D. Crown 8vo, cloth, boards, gilt top, 3s. 6d. On Oxford India paper, gilt top, from 8s.

SELECTIONS FROM THE ENGLISH POETS. By Professor ARBER. An Illustrated Edition of "British Anthologies," containing upwards of 60 authentic portraits. In 10 vols., each of which can be obtained separately. Cloth, with special design, 3s. 6d. per vol.

[Immediately.]

Educational Catalogue Post Free on Application.

London: HENRY FROWDE, Oxford University Press Warehouse, Amen Corner, E.C.

The University Extension Journal.

FEBRUARY, 1902.

NOTES AND COMMENTS.

WE record in another column the extremely important decision taken by the Court of the Victoria University. The University has decided that the federal union should be dissolved, and that three Universities should take the place of one. The final decision, of course, rests in other hands, but a demand from the University is hardly likely to meet with a refusal. It would be improper in these columns to discuss editorially the *pros* and *cons* of the question. It is certainly not out of place to point out the immense influence that the University in the short space of twenty-one years has acquired in the North of England, under wise guidance and with a machinery that has worked with noteworthy smoothness.

.

It is indeed remarkable that no perceptible grievance has been brought against the University in the extremely amicable discussions at the Court. The attitude of the advocates of change has been that, while the federal University has worked well, independent Universities will work still better. The continued co-operation of the three University Centres in some form or other is probable, but what precise form that co-operation will take it is impossible to foretell. We may perhaps safely predict that the happy union in all matters relating to University Extension policy now existing between the four Universities will not be broken up by the increase of the number to six.

.

A LITTLE pamphlet has reached us, a careful perusal of which would put many of our Centres to the blush. It is an "Occasional Pamphlet and Programme for Spring Term" (Series IV, No. 3), issued by the Bournemouth Students' Association. Bournemouth is thoroughly typical of those seaside "Pleasure-Cities" or "Health-Resorts" which are supposed to be exceptionally difficult to work in the interests of Higher Education. But what admirable organisation and manifold activities does this little pamphlet of twelve pages reveal! It shows us, in the first place, that the Bournemouth Committee are this year responsible for no less than three full courses and two short courses of lectures. Of these, two full courses belong to Bournemouth (Central); one full course is being given at a Sub-Centre (Christchurch), and two short courses in outlying working-class suburbs of Bournemouth itself. To facilitate and encourage these latter courses (which do not and cannot pay their own way) there has been established a Students' Association League, every member of which is pledged to subscribe or raise the sum of 5s. a year, and to endeavour to interest neighbours and friends in what may be described as an extension of University Extension.

.

THE pamphlet also discloses the fact that round the Students' Association Clubs and Societies for all sorts of purposes—social, literary, and recreative—are grouping themselves. It contains further a Calendar of Meetings etc., for the coming Term, showing that no less than forty Meetings of various kinds are to be held between January and May. Here we have, too, a list of subjects to be taken in the ensuing Term; notes on the lectures in the past Term, and a verbatim Report of an admirable Address given by Mr. Stride at the annual *Conversazione*. All this means, of course, not only organising capacity of the highest order, but rare devotion to the work. But the principle of the Bournemouth organisation seems to be to lay some task upon every individual who comes within the "sphere of influence," and to maintain interest by decentralising responsibility. *O si sic omnes.*

.

No Inaugural Address to a body of students could have been more helpful than that which was delivered by Mr. M. E. Sadler at Reading College on "The Two-Minded-

ness of England." Hitherto we have been unable to notice it in these columns, but we now gladly call attention to some of its salient features. Basing his discourse on that suggestive pronouncement of Emerson—"Duality is the characteristic feature of the English character"—the lecturer illustrated his theme in the spheres of intellectual, political, social, and educational life. Prefacing his Address by an appeal to the students for earnestness in individual endeavour and a due regard to the collective life of their institution, he bade them, even in their studies, never to lose sight of the world outside, but to be careful to bring their knowledge at last "to the test of life." Let them never forget the social, industrial, and economic conditions under which their life work would have to be carried out, but remember the pregnant aphorism of Bacon—"Knowledges are pyramids, whereof history is the base." We venture to say that, if this wise counsel were tactfully followed at our seats of learning, the reproach of pedantry would be less often applied, and justly applied, to the exponents of a scholarship which frequently resembles real culture about as nearly as St. Vitus' dance resembles healthful activity.

.

TURNING to the world of politics, Mr. Sadler remarked on the curious tendency of the English public to indulge by turns in the mood of self-praise or in its opposite, self-depreciation; and he traced this peculiarity to the English characteristic of a love of fair-play and a deep-seated desire to look at everything from both points of view. Doubtless this partly accounts for the peculiarity in question, which is so perplexing to foreign observers, intent, as a rule, only on finding out "what good it does us" or "how much money it brings in." But, we would ask—does not this idiosyncrasy also arise from centuries of a free self-governing life, wherein our people have learnt to hear both sides fight it out both in Parliament and in the Law Courts? Such contests of wits have long provided a great part of the intellectual entertainment of our race, as they did to the jury-loving Athenians of Aristophanes' day. We are a sport-loving people; and and just as in our field sports we recognize that "fair-play is a jewel," so too we find no satisfaction in looking on at parliamentary and legal contests if the weaker party has not every possible advantage in the statement of his case. For, be it noted, only in self-governing communities has this two-mindedness taken root. It flourished at Athens in riotous excess; but Sparta knew it not. It rent in twain the mediaeval Italian Republics, but Russia has never been troubled by its presence.

.

MR. SADLER also remarked on the very fortunate circumstances that in English politics the beaten party, with very few exceptions and those in times of great convulsion, has been tolerated, and never rooted out—a fact which sharply differentiates our history from that of most Continental nations. We may further remark that the absence of the principle "*Vae victis*" from our political life accounts for its comparative moderation; for the minority never fights for dear life, but with a view of changing the opinions of the electorate. Also the knowledge of the defeated politician of today that he may be the responsible leader of a few years hence begets a sobriety of conduct which can never be known in lands where an electoral reverse means lasting humiliation or death. And we may fairly ascribe to this cause the contrast offered by the life of Westminster or Washington on the one hand with that of mediaeval Florence and of Corcyra on the other.

.

MOST suggestive were Mr. Sadler's remarks on the beneficent results accruing from this toleration. Quoting Amiel's remark that "every epoch has two contradictory aspirations which are logically antagonistic and practically associated," he showed that our orderly progressive polity gave free play to the two hostile but co-related forces, one that makes for individual freedom, the other for collective control. This was true not only for our political life but also for education. Our national life,

"One foot in sea, and one on shore,"

laid so many claims on the faculties of our race that we

had come to distrust any "tidy formula which gets its elegance by leaving some of the facts out of account"; and with a blind but true instinct we sought to retain a great variety of traditions and kinds of training so as to have within call very different kinds of character and capacity. "No other nation needs so varied a reserve of powers of service, because none is liable to such varied claims upon her strength."

* *

WE call the attention of our readers to the speech of Mr. Bryce, M.P., on the Importance of Geography in Education, a report of which will be found in these columns. In spite of the illuminating work done by the Geographical Association amidst the dark places of our schools and colleges, many young persons still harbour the notion that geographical study means the learning off by heart of lists of counties, towns, and rivers. As for the older generation, that was brought up solely on this geographical pemmican, their digestion has been so thoroughly spoilt that they must generally be given up as incurable. But we make bold to say that if the outlines of geographical study, so suggestively sketched by Mr. Bryce, were followed in all our schools, a great and beneficial change would come over public opinion in regard to this important subject. Instead of being thought of shudderingly as a memorizing treadmill, it would take its place as one of the central departments of learning, connected closely with the Physical Sciences on the one side, and with Ethnology, History, and Economics on the other. Mr. Bryce, with equal humour and truth, remarked that geographical examiners needed educating as to the style of their questions. But it rests ultimately with the Governing Bodies of Universities and Examination Boards to see that a change is made in the curriculum and in the text-books prescribed. Incidentally, he urged a plea that the subject should not be omitted from the Matriculation Examination of the New University of London, an omission which would deal a serious blow at a subject that was proved to be equally valuable as a means of training the young to habits of scientific observation and as a necessary part of any intelligent system of commercial education.

* *

MR. BRYCE also made some suggestive remarks on the need of cultivating the powers of observation with a view to gaining the utmost from travel: and he suggested that a book should be written to open the eyes of tourists to the geological meaning of a landscape, and the connection between the flora and fauna of a district and its soil and climate. In these days of express trains, motor-cars, and personally conducted tours, it is indeed becoming a rare thing to find a traveller who can see for himself and think for himself. We hope before long to present our readers with an article on this subject by an acknowledged expert, which will give some practical hints as to "geology" and field study.

* *

WE learn that the arrangements for the Summer Meeting at Cambridge in August are making good progress. One of the most important sections will be the Historical Section, which will include lectures by distinguished foreigners upon the contributions of their respective countries to the political history of the nineteenth century. Professor Vinogradoff of Moscow will lecture upon "The Meaning of the Russian Movement of Today," and will give a second lecture on Alexander II. Professor Eric Marcks will lecture on "The Transformation of Germany by Prussia." There will also be a lecture on "Bismarck." Dr. Emil Reich will lecture on "The Austrian Compromise" and upon Deák. Negotiations are in progress for similar characteristic lectures on Italy, France, and the United States; while Professor Westlake has kindly undertaken to lecture on "England in her Relation to Continental Countries." We hope to be able to give further information with regard to the other Sections in our next issue.

* *

[WE may add that Mr. Sadler's Inaugural Address may be obtained from the Registrar, Reading College, for 7d., post free.]

IS EDUCATION A FAILURE, AND CAN IT BE A SUCCESS?

By P. H. WICKSTEED, M.A.

[This Address was given at a Meeting of Section A of the Teachers' Guild, at Stamford Hill, N. By the kindness of the Lecturer and of the Chairman, Mr. Stanley Anderton, B.A., we are now able to give a report of it almost *in extenso*.]

AT the outset, Mr. Wicksteed explained that he wished to be regarded as a wholly irresponsible critic, and declared that his mind was pretty evenly balanced between a feeling of the utterly indefensible character of all acknowledged systems of education and a rooted suspicion of all suggested reforms. As often as not these latter were started and supported by persons who, because they were incapable of performing the extremely difficult task of successfully working the established methods, turned by preference to the exceedingly easy one of demonstrating their absurdities.

He then proceeded as follows.

As to the ability of the great body of teachers engaged in carrying on the education of the country, from the Board Schools to the Universities, I can but express my wonder and admiration. Take the mere fact that the Board Schools turn out year after year thousands and thousands of children who spell correctly! I myself speak feelingly on the subject, for though it has been impossible for me, in the course of my studies to avoid acquiring a certain amount of knowledge of the languages from which English is derived, yet I have never been able to learn to spell English with decent accuracy. What am I to think, then, of the powers of a body of men and women who can take children, to whom orthography is nothing but a mechanically acquired trick, and yet teach them almost invariably in a few years to perform the stupendous feat of spelling accurately? It is true that the whole proceeding appears to me as frivolous a waste of time and energy as it is easy to conceive; but as a mere feat, like the feats of a contortionist, it is stupendous.

Much the same may be said of the skill whereby men who have no poetry in their souls are nevertheless taught to turn anything in heaven or earth into Latin hexameters that successfully copy all the external characteristics of Virgil. Yet, with this appalling skill at their command, what do they actually teach? Practically nothing that matters in the least.

But the admitted insignificance of the pupil's acquirements is, we are told, balanced by the value of the training given to the mind. But is it found to be successful in conferring valuable mental qualities upon those who have enjoyed its privileges?—Mr. Wicksteed then enumerated several of the mental characteristics which might presumably be acquired by any severe system of mental training. For instance, there was the sense of the responsibility of making a statement; and there was the power of judging the relevancy and value of evidence. In neither of these matters could he detect any satisfactory results of education. As to the responsibility of making statements, he thought the educated classes were more deficient than the most uneducated peasants. A peasant would seldom commit himself to anything beyond the range of his personal knowledge and observation; Wordsworth's gardener, for instance, having declared that Mr. and Mrs. Wordsworth lived peaceably together, at once qualified the statement by saying that at least they did out of doors. He couldn't speak for them inside the house. He did not mean to throw any dark suspicions upon the life of the Wordsworths behind their front door; but having stated the case more broadly than his direct and personal knowledge warranted, he at once corrected himself. The educated man, on the contrary, had, by our excellent examination system, been put through a long course of training in the art of making assertions which he had no conceivable right to make. The art of the examinee (especially in History, Philosophy, and Literature, etc.) was the art of confidently and factually adopting generalizations without having gone

through the induction on which they rested, and parading second-hand information as if it were first hand. He remembered once hearing a comparison of the styles of Terence and Plautus read out at a public examination by a student. Having himself come fresh from the study of the two authors, he was delighted by the delicacy and firmness with which their contrasted characteristics were apprehended. Only, unfortunately, the student put the wrong names to the descriptions! But for that one little mistake, he would doubtless have got full marks.

Then again, our education left us in a state of blank and pernicious ignorance on that most important and practical subject, the doctrine of chances. Not one educated man in a hundred had even elementary principles to guide him in determining whether any given set of coincidences was or was not significant.

As to our general theory of education (Mr. Wicksteed continued), I cannot see that we have one. No doubt every reforming sect of educationalists has a theory, or theories, good or bad; but the practical system of education appears to be entirely without a ruling conception. We may perhaps agree that education ought to be a preparation for life; but does that mean a preparation for getting the highest and best out of our intercourse with nature, with man, and with God? Or does it mean a preparation for making the handsomest living? Or was it to make us efficient members of society—without any distinct idea of what the ultimate aims and purposes of society either are or ought to be? Is our ideal of education liberal or technical? We do not know; and indeed we do not rightly know the difference between them. The Greeks, and the Romans of the later Empire, who systematised their conceptions, knew that a liberal education meant the education of a free man as opposed to the training of a slave. The idea that a liberal education should give "useful" information would have appeared to them the very height of absurdity. A liberal education was intended, not to make a man a serviceable drudge, but to make him a free man who could live a life worth living. Aristotle says in substance that any fool can be virtuous as long as he is at work, but what he wants is a man who can employ and enjoy his leisure worthily and nobly. Hence his repeated insistence on music as an element of a liberal education, meaning thereby the training the power of appreciating good music. The sublime uselessness, the sublime finality of music, constituted its claim to a place of honour in education. As we listen to music, says Aristotle, our souls are changed within us. No man, even in the darkest hour of his pessimism, asks "what is the good" of music. And again, philosophy is to Aristotle the noblest of all studies; it is "divine knowledge."

But this inspiring conception of a liberal education was, of course, closely connected with the system of slavery upon which the ancient civilisations were based. With the disappearance of slavery, the conception lost its directness and clearness of application. I cannot see that the world has yet reached anything that can adequately replace it. A steady tendency appears to have set in towards converting the old liberal education into the technical education of professional men, leaving other classes without any formal education at all. We are emerging, but have not emerged, from the shadow of this tradition. Meanwhile the great democratic conception has arisen that if the free man is to be his own slave, the emancipated slave is to be his own master. On the one hand, every man must do some "useful" work and have some technical education. On the other hand, every citizen must have some elements of a liberal education. But, in the case of the hind or the mechanic, what are these elements to be? Something that will enable him to develop and enjoy the vital quality of the occupations and relations in which he spends his life? Not at all. The elements of a liberal education, forsooth, are to be the first steps in the technical education of a clergyman or a lawyer! The educated classes, since they cannot hope to teach little Hodge to write hexameters nearly as good as Virgil's, proceed, with pathetic helplessness, to do the best they can for him, and so they teach him—to spell. The knowledge he shares with the gods is that the *e* comes before the *i* in "receive"! This invasion of the masses by the

"apostles of culture" on the one side, and the invasion of culture by the vociferous champions of a "useful" or technical education on the other hand, are the two factors of the situation. Neither is fully conscious of itself, and the confusion in which we are landed may help us to realise the truth that a clear theory of education can only be evolved as part of a clear social consciousness. We have rejected the system of slavery as a solution of the social and industrial problem, but we have not yet found its successor. When a democratic or other theory of society is effectively established, we shall know where we are. At present we *call* our slaves free men and try to give them an imitation of a liberal education, and at times we try to persuade ourselves that our ornamental people are useful, and we defend what remnants we have of a liberal education on the curious plea that they tend to make useful public servants. On these roads we are not likely to get much forwarder.

One special tendency in modern claims of education seems to demand attention, namely, the tendency to study the child-mind. It appears very natural and suitable that the person who is expected to teach the child should interest himself in the child's mind and capacities. But there is danger, and very great danger, even here. The teacher who is more conscious of the child than of the subject he is teaching, is likely to breed a kind of second-hand self-consciousness in the child which is fatal to all freshness and vigour. The child lives too much in his own atmosphere. It may perhaps be said that in the old system the teacher had a pretty definite idea of the point to be reached, and a deep though narrow-minded sense of the importance of getting there. He put the child well in front and proceeded vigorously to kick him towards the point in question—"Go on, you little brute!" represents the general attitude of his mind. The modern teacher is in danger of turning his back to the fair world, facing round on the child, smiling encouragement upon him, and without any very clear notion of where he is going or what there is there, crying to him—"Come along, you little darling; the world is a very wide beautiful place; come along, dear!"—The ideal teacher is fired with a true passion for the thing of beauty or of truth which he sees in front of him and has an instinctive love of companionship of the children; and his state of mind is roughly speaking—"I say, there's a glorious thing to look at! And, by Jove, here's a child! Look here, you come along; let us go together!"

Here I may remark on the unspeakable gain which I have witnessed during my life time in the increased pleasantness of learning and in the growth of sympathy between scholar and teacher. Children are now no longer defrauded of their birthright of happiness during the long hours of lesson time; and this gain is so enormous and so certain that I should be sorry indeed to risk sacrificing it for any lesser and less certain good. And yet, on looking back through my years of school and college life, and asking what I gained and how I gained it, I find that all the men who had influenced me were men of strong character, men possessed of an enthusiastic love of the thing they taught. I believe that the great teacher must in the first place be one who firmly believes that the thing he teaches is good, not only for the children, but also for himself. Further, I think that the most valuable positive result of my own education was due at least as much to its defects as to its merits. The stupid way in which I was driven through Latin, Greek, and Mathematics, without the least idea of what they meant, gave me, I hope, a certain power of sticking to dull and unintelligible work until it ultimately became luminous. If you have taught a boy to knock his head against a brick wall until he finds the loose brick and drives it through, you have taught him a very valuable lesson in the art of life. I doubt whether the more intelligent methods now adopted are equally efficacious for this great purpose.

At the end of his lecture Mr. Wicksteed declared that he was entirely conscious of its unpractical and futile nature; but the truth was that lectures on the problem of education were by their nature futile; for everybody knew, though nobody said, what the real problem of education was. It was a very simple one. All that we had to do

was to find (say) about a quarter of a million persons of quite exceptionally high character, gifted with clear intellects and sympathetic characters, with profound insight into the significance of life, with ripe wisdom, mature judgment and faultless tact, and possessed of a natural sympathy with children which would make them cheerfully devote themselves to the task of education in return for bread and butter and about as much jam as the ideally wise man would desire himself and others to add thereto. Only find these men and women and the problem of education would solve itself!

THE VICTORIA UNIVERSITY.

AN important epoch has been reached in the history of the Victoria University. It will be remembered that in the late seventies the Owens College, Manchester, moved for the creation of an independent University of Manchester. The movement was opposed by the Yorkshire College, Leeds, and the educational authorities of Liverpool; University College did not then exist. After much negotiation Manchester accepted as a compromise the institution of a federal University having its seat in Manchester, with the Owens College as its first College but with power and liability to admit other constituent Colleges. The Victoria University, Manchester, received its charter in 1880. University College, Liverpool, and the Yorkshire College, Leeds, were admitted as constituent Colleges of the University in 1884 and 1887 respectively. For some time an agitation has been on foot in Liverpool in favour of separation from the Victoria University. The conversion of Mason College into the University of Birmingham immensely strengthened the new movement, and during the last year the Senate, Council, and Court of University College passed resolutions in favour of a separate University for Liverpool. The Town Council also declared in favour of the new University. The Owens College decided first not to oppose Liverpool, and more recently to support a movement for the scission of the University into separate independent Universities. The Yorkshire College, while dissenting from the policy of scission, declared that if the University were dissolved there should be a University "having its seat in Leeds." On January 10, the University Court met, with the Chancellor, Earl Spencer, in the Chair, to discuss the Report of a Committee on the question. It was proposed that "there should be a separate University in Liverpool and a University in Manchester without liability to admit or to remain in association with any other College, and also a University established having its seat in Leeds."

After discussion, the resolution was carried by a considerable majority, and it was decided to appoint a Committee to consider the terms and conditions under which the resolution should take effect. A few days later the Yorkshire College decided to move for the institution of a federal University, having its seat in Leeds. The ultimate decision will rest, of course, with the Privy Council. We shall record the progress of the question from time to time.

IN our "Notes and Comments" for January we gave a list of the chief literary productions of our lecturers during the year 1901. Despite every effort on our part to make that list complete, there were some omissions. The most serious was our failing to notice Mr. G. C. Moore Smith's careful and scholarly editing of the *Memoirs of Sir Harry Smith*. This work ranks among the most interesting productions of the past year, recalling as it does the career of a very gallant soldier, who, as a youth, went through the Peninsular War, and in later days did splendid service for the Empire at Aliwal and in South Africa. Especially charming is the youthful romance told in the early pages, when the lieutenant, during the horrors that followed on the storming of Badajoz, took under his protection the beautiful Spanish girl who ultimately became his bride, and whose English title will live on in history in the name of that unconquerable town of Northern Natal.

NEW BOOKS WORTH BUYING.

By J. A. R. MARRIOTT, M.A.

I.—PROFESSOR COURTHOPE'S LECTURES ON POETRY.*

MANY who heard these lectures and many more who did not will be grateful to Professor Courthope for giving them to the world in this permanent form. In style they are models of academic discourses, while as to their substance it is a very long time since I read anything in the domain of criticism which seemed to me so stimulating and helpful, or so entirely sane. Not perhaps since the foundation of the Oxford Chair of Poetry in the last years of the seventeenth century has the liberality of Mr. Henry Birkhead been productive of any sounder or more temperate work in literary criticism. Nor in saying this do I forget or ignore the valuable work produced under these auspices by Bishop Louth in his lectures on Hebrew Poetry, by Warton—the historian of English Poetry, by Warburton and Keble, by Milman and Matthew Arnold.

With most opportune and timely courage, with abundant illustration, and with admirable taste and wit, Mr. Courthope reinforces the lessons of the great classical critics and reasserts with Aristotle and Horace that, in the domain of Poetry no less than in that of Nature, Law reigns supreme. The lectures constitute in fact an exceptionally powerful and persuasive plea for the recognition of authority in matters of taste and in the domain of Art. *De gustibus non disputandum* is one of those maxims which have been allowed by force of mere iteration to obtain a large measure of practical and even critical adherence. And I confess that it is, to me, a matter of unqualified satisfaction, that in these hurrying, careless, slipshod, and anarchical days a writer of Mr. Courthope's acknowledged position and unquestioned authority should come forward and boldly declare the current maxim to be false. Every man is nowadays a law unto himself, and in many cases a very feeble law. This tendency Mr. Courthope believes to be entirely mischievous; and the results of it are obviously unsatisfactory.

But if matters of taste are no longer to be regarded as "open questions," if we may not decline to "dispute" about them, where is the true standard to be found, how is the binding "Law" to be established? We can only establish it—this is the pith and substance of Mr. Courthope's teaching—by the inductive method; not so much by an appeal to "authority"—though in due measure this is not to be despised—as by an examination of the literary qualities and characteristics of those writers whose greatness is undisputed, and whose permanent fame is assured—in fact, by an appeal to the Classics in the widest sense.

It is obviously no use telling people *ex cathedra* that they ought to like this and dislike that; that Sophocles, Dante, and Shakespeare are classics and that some of the poets of today are not; that Miss Austen is superior to Miss —, that Thackeray and Scott will live, and Mr. — and Mr. — will not (I will leave it to the discriminating reader to fill in the blanks). It is no use, I repeat, attempting dogmatic dictation. There is another and a better way. If we can once get people really to appreciate what is sound and beautiful and true in the great writers, they will intuitively and instinctively scorn and reject the unsound, the ugly, and the false in writers of meaner calibre. I am aware that I am enunciating a truism, and one which is applicable to things more important even than Literature and Art. But even truisms are sometimes ignored in practice, and it may at times be useful to restore them. The prevailing anarchy in taste finds, I fear, its counterpart in the attempt to deride the existence of law in matters still more vital. Of Ethics

* *Life in Poetry: Law in Taste*. Two Series of Lectures delivered in Oxford, 1895–1900, by WILLIAM JOHN COURTHOPE, C.B., M.A. Oxon; Hon. LL.D., Edinburgh; Hon. D.Litt., Durham; late Professor of Poetry in the University of Oxford; Hon. Fellow of New College, Oxford. 10s. nett. (Macmillan and Co., 1901.)

I do not venture to speak; nor of Politics. But can anything be more pitiable and dangerous than the anarchy which prevails in the domain of Economics? Here as in Literature there is nothing any longer right or wrong, false or true. The "Laws" of Economics were long since banished to a distant planet. So far as they were the mere maxims of the Schools they may safely be left there; so far as they are really "Laws" they may be trusted to revenge themselves upon those who break them with disagreeable but salutary severity. Economic "Laws," then, may be trusted to look after themselves. They will not be ignored or infringed with impunity any more than Moral "Laws." But the "Laws" of taste though less important are also more defenceless. Impunity is not to be looked for here any more than in other domains; but vengeance comes more slowly and more subtly.

But I wander somewhat from Mr. Courthope and his book, though not so shamelessly as some might suppose. A great literary teacher is also a great moral teacher. Any great teacher is a great moral teacher if only we read him aright; and he who reads carefully such a book as Professor Courthope's will find in it more than he seeks. Here, at any rate, I seem to find an admirably wholesome corrective to critical indolence and laxity in matters literary—and in much else.

To return. Professor Courthope's lectures are, in the first place, an admirable example of the inductive method of criticism. "Criticism," he says (p. 38), "in my opinion is only of value so long as it follows an inductive method."

The sole authorities in the art of poetry are the great classical poets of the world; the business of the critic is to infer from their work the true means of producing lasting pleasure." And again (p. 284), "All that the critic can usefully do is to collect the law of art by observing what are the elements common to the work of a nation's greatest artists." And, once more, in arguing against the possibility, or even desirability, of establishing anything in the nature of a literary academy, he writes: "It is idle to expect Englishmen to submit their private liberty of judgment to any external tribunal of taste. It would appear, however, to be a less hopeless task, by close attention to great works of art, to create a consciousness of what is truly beautiful, and so form a canon of taste which shall impose itself on the individual judgment." This, then, is the first lesson to be learnt from Professor Courthope—that literary criticism to be effective must be based upon induction, and that laws can be promulgated only by collecting and collating the practice of the best masters.

What, then, are the "Laws" thus inferred? Professor Courthope (closely following Aristotle) answers—"The first and greatest is the 'Law of the Universal,'" and to this he adds a second, the "Law of National Character."

"Poetry," says Aristotle, "is a more philosophical and a higher thing than history; for poetry tends to express the universal, history the particular. By the universal, I mean how a person of given character will, on occasion, speak or act according to the law of probability or necessity: and it is this universality at which poetry aims." "This law," says Mr. Courthope, "is founded on the consideration that all human beings are constituted fundamentally in the same way, and, therefore, that it is the duty of the artist to be acquainted not only with the workings of his own imagination, but with the imaginative expectations of men as such. The validity of this law is proved equally by its theoretical certainty and by the fact that it has been obeyed by all the greatest artists of the world; so that the kind of pleasure which is felt *semper, ubique et ab omnibus*, becomes necessarily the standard to which every work, claiming to be one of Fine Art, is brought for the determination of its value." I would draw special attention to the words, "every work claiming to be one of Fine Art." For it is a part of the value and charm of Mr. Courthope's work that what he says of poetry is applicable almost equally to the Art of Prose-Fiction, and, indeed, to Fine Art in general. Thus he finds adherence to the Law of the Universal not less absolute in Great Novelists like Sir Walter Scott and Jane Austen than in the Great Poets. Incidentally he is led in this connection to speak with some severity of certain of "our modern Realists."

But to the Law of the Universal, as promulgated by Aristotle, Mr. Courthope adds a second—the Law of National Character. "Poetry," he says (p. 301), "must reflect in the sphere of imagination whatever is the sovereign principle of action in the national constitution." Or again, "By this [law] I mean the social instinct which compels the artist unconsciously to individualise his idea of the universal in the light of the race tendencies, the methods of education, and the political history and character of the nation to which he belongs. In so far as his view of the universal represents faithfully the sum of the national life, the man is a great painter or poet, and his work becomes a monumental standard, by reference to which the quality of other artistic work produced in his nation can be judged." He is thus led—and the chapters in which he does it are among the most interesting in the book—to analyse the idea of law in French, in German, and in English Poetry respectively. The chapters on France and Germany are instinct with the true philosophy of History, and should be read and re-read not only by students of literature, but by all who would study the inter-action of History and Literature. Especially interesting is a passage (p. 227) in which is shown, by a reference to their representative literature, the true explanation of the defeat of the aristocratic party in French History. Not less admirable is the chapter on the idea of law in German poetry, and the philosophical discussion as to the effect of German unification upon German Art.

I have left myself no space in which to deal in detail with a second portion of Mr. Courthope's work, viz., his discussion of the "Law of Life in Poetry." It is closely connected with the "Law of Taste," and in this volume actually precedes it. Especially interesting and suggestive in their connection is the lecture on Poetical Decadence—a lecture full of fine and discriminative criticism; but hardly less remarkable are those on Poetry and the People, and on Poetical Conception and Expression.

I think, however, that I have said enough to show that Professor Courthope has provided us with a work which, by all lovers of sound literature and acute criticism, should be not only read but bought. It is a book which, to be fully appreciated, must be read and re-read with the leisure which only possession can guarantee.

EDUCATION IN THE POTTERIES.

UNDER the above heading the *Guardian* prints an interesting and suggestive communication respecting the prospects of University Extension and Higher Education in North Staffordshire. The writer points out that towns like Bristol, Nottingham, Exeter, Reading (and, he might have added, Colchester) have their Colleges, while those busy hives of industry, Hanley, Stoke, Newcastle, Burslem, Longton, Fenton, and Tunstall, comprising an almost continuous population of over 200,000 souls, have no college whatever and possess very few educational facilities at all beyond the elementary and secondary schools. It is true that each of the five chief boroughs has a Technical Institute or School of Art, besides evening classes in mining and pottery conducted by the County Council. But there is no institution that can be called a real School of Mines, or that attempts to go beyond elementary instruction in Chemistry. There is no school for training elementary teachers; there is no scientific library; and—shades of Wedgwood defend us!—there is no organised school of pottery! As the writer remarks—" 'Rule of thumb' has governed the Potteries of late, but it was not by rule of thumb that they became prosperous in the eighteenth century, nor will rule of thumb keep them prosperous in the twentieth."

We are not surprised, then, to hear that there is a movement on foot, which enjoys vigorous local support, for founding a University College in North Staffordshire. The chief educational authorities are working together harmoniously to bring about this desirable end; and through the generosity of the Chairman of the Council formed for this purpose, a site has been secured close to the Stoke Station in the most central and accessible position

of the district. The Delegacy of the University of Oxford have subscribed to the funds and are represented on the Council by their Secretary, Mr. J. A. R. Marriott, and by Mr. A. W. Brown, of Christ Church, who has been appointed Secretary and lecturer to the Council. In the "Notes from the Centres" printed in our last issue we pointed out how genuine and widespread was the enthusiasm in Hanley aroused by our Movement, as many as thirty artisans having volunteered to distribute handbills respecting Mr. Brown's course of lectures given in that town. And those who read the article in our issue of May, 1901, on "The Progress of the Movement in North Staffordshire," will have seen that the success already achieved was largely due to the foresight of the Delegacy in sending Mr. Brown to organise our work in that district. We trust that Messrs. Marriott and Brown may succeed in the work which they have in hand, and that the University College of North Staffordshire, when it comes into existence, will succeed both in the co-ordination of the as yet disjointed educational agencies of that district, and in the expansion and solidification of our Movement, to which it will owe its existence.

WHAT IS A GOTHIC BUILDING ?

By Miss BESSIE POTTS.

[The following Essay was written by Miss Potts, of the Banbury Centre, as one of a series of weekly papers in connection with a course of lectures by Mr. Bond on *Gothic Architecture*. The subject set for the paper was "What is a Gothic building?"]

THE whole secret of a building which is completely Gothic lies in its vaulted ceiling of stone; unravel this, analyse it, pull it to pieces and rebuild it for ourselves and we shall know what a Gothic building really is. Almost every characteristic feature of the style—the plan, walls, pillars, arcades, buttresses, pinnacles—owes its place and proportion directly or indirectly to the vault.

The arches of a Gothic vault must of necessity be provided with supports at certain places; this governed the placing of the piers and the entire disposition of the plan. Where the vaulting ribs sprang from the walls and wherever the walls required additional strength, buttresses gave this support. Flying-buttresses, rising like arches over an aisle roof, helped to prevent the clerestory-walls from being thrust out. The buttress was weighted and steadied by the pinnacle. The arcade arches took a pointed shape to suit the height and the form of the aisle-vault, and so on throughout.

The earlier waggon-vault was supported in its entire length by a continuous wall; not so the Gothic; here the wall had become nothing more than a framework or screen. The pressure, instead of being continuous throughout the entire length of a vault having a continuous support, was concentrated at intervals, and was a combination of oblique forces partially neutralizing each other and becoming converted into a lateral pressure which had to be transmitted to a buttress.

The vaults of the Romans were usually constructed of homogeneous masses of concrete; hence, when once set, there was no thrust to be considered.

The Gothic vault was an elaborate system of thrust, transmission of thrust, and stoppage of thrust. Laws of elasticity and equilibrium replaced those of inert stability known to the Greeks and Romans. The structural perfection attained by the Gothic builders was owing to their thorough mastery of the law of equilibrium of forces, through which their work became a practical illustration of an intricate mathematical problem.

Having briefly considered the inseparable connection of the vault with the leading features of the building, we should not fail to notice the important influence of the material used, and the wonderful way in which the builders adapted their methods of construction to the material at their disposal. They were probably the most skilful stone-masons the world has ever seen; and there was little, or nothing, that was possible to be done with

stone, that the Gothic builders did not do. The trabeated style of the Greeks necessitated the use of large blocks of stone, but the arch could bridge large spans with small blocks. Moreover stone has great resistance to compression; greater than it has to tensile strain. There is no doubt that it was *par excellence* the material for Gothic work.

Another of the main features of a Gothic building is its strict economy; economy of space and economy of material. A much larger proportion of space remains available for use in a Gothic than in a Greek building. All the ground space not absolutely required for constructional purposes is left free for the use for which the building is designed. And as to the material—compare the heavy massive walls and sturdy pillars of Roman work with the framework of stone, and slight, slender columns of a fully developed Gothic piece of work; compare the nave with the choir of Ely and calculate the amount of material required for each.

These, then, are the main characteristics of a Gothic building considered very briefly. If we wished to sum up its character in one word I think we could not do better than to speak of its "*suitability*."

First, suitability of the construction to the kind of material employed. This we have already considered.

Secondly, suitability of planning for the use for which the building was intended. The ritual of the Mediaeval Church is proclaimed by the building itself. The priestly processions, the worship of saints, intercessory prayers for the dead: all this, and much more was provided for in the planning of a great Gothic cathedral.

Thirdly, suitability of the building to raise emotions of a lofty kind. The aspiring character of the pointed arch, the tall slender columns, the spires, the graceful pinnacles, are admirably fitted to point the mind from earth to heaven.

Fourthly, suitability for the climate to which the buildings belonged. Shelter from the snow and rain was provided by the deep porches, which also helped to keep draughts from penetrating to the interior. The deeply undercut and much sub-divided mouldings were designed to obtain as much effect as possible in a misty climate. The gables, pediments, towers, spires, and pinnacles served to diversify a grey northern sky-line. The large windows, supported and beautified by their framework of stone, admitted as much light as possible in a climate where the sunshine, even if present, was seldom brilliant.

Fifthly, what style of building at any period or in any part of the world's history was more thoroughly suited to the people of the age to which it belonged? The suggestions of mystery and infinity, the provision for the dearly-loved relics, the object-lessons taught by the stained-glass windows: all this, and much besides, was entirely in accordance with the deep, unquestioning faith, with the chivalry, with the mystery-loving souls of the people of the Middle Ages.

Finally, the decoration was thoroughly suited to the construction. It has been well said that "Gothic is decorated construction; not constructed decoration." The construction was studied first and afterwards the ornamentation. The window-tracery is not merely designed to please the eye, but it has a purpose to serve in steadying the large surface of glass and preventing the leaded framework from being blown in. And however far we carry this investigation, we meet with no incongruity.

All this refers only to the perfect development of Gothic. In its decay falsehood and deception crept in; the Lamp of Truth went out and with it the Lamp of Life.

STUDENTS' LIBRARY AT TOYNBEE HALL.—The London Society for the Extension of University Teaching has a joint interest in this Library, and a student at any London Centre is permitted to borrow books on presenting to the Librarian a form countersigned by the Local Secretary of the Centre to which he is attached, depositing 5s., and paying 1d. per volume borrowed. Local Centres may arrange to borrow a selection of books of reference for the use of students while courses are in progress. Applications should be addressed to the Librarian, Toynbee Hall, 28, Commercial Street, Whitechapel, E.

THE IMPORTANCE OF GEOGRAPHY IN EDUCATION.

AN interesting Address on the above subject was delivered by the Right Hon. James Bryce, M.P., at the Annual Meeting of the Geographical Association, which was held at the College of Preceptors on January 15.

The annual Report of the Association was first read by the Hon. Secretary. It noted the steady growth of the Society among all classes of teachers and educational bodies, the number on the roll now being 210. The most important event of the year was the publication of the *Geographical Teacher* (noticed in our January number), which was likely to be of great use to all teachers of Geography, and a source of strength to the Association. The value of the slides of maps, diagrams, and views, which can be cheaply hired by members, was emphasised.

The Right Hon. JAMES BRYCE then gave his Address. He said that he would consider three aspects of Geography—viz., as—

- I, the Gateway to the Physical Sciences ;
- II, the Key to History ;
- III, the Basis of Commerce.

I. Man came into contact with external nature through his impressions of the external world. The general science of the external world was Geography, from which other sciences had diverged. Geography was as a central hall from which one passed into different apartments opening from it; and through which one had to pass in going from one apartment to another. The student of Natural Science found in Geography a starting point, which also gave the relationship to the different branches of science. The student of Human Sciences found in Geography a point of contact with Natural Sciences. Geography gave students a proper conception of the relationship of the Science of Nature to the Science of Man. Geography, especially Physical Geography, gave an excellent training in the art of observation and was invaluable in that the pupil's mind was constantly brought into contact with facts. These had to be brought into causal connection with each other. Mr. Bryce went on to deplore the lack of the power of observation in the majority of people, who thereby lost much of the pleasure of travel. He sketched in outline the plan of a book which would be a guide to the traveller, telling him how to observe the rocks, vegetation, scenery, productions, races, dialects, etc., of the country through which he passed.

II. Geography as the key to History is a subject of recent development. Scanty references may be found to the influences of physical environment in Gibbon, but in his great work and even in Montesquieu there is no treatment of the subject as a whole. Yet Herodotus was as much a geographer as a historian. Some of the branches of history on which Geography throws illumination are Ethnography, Linguistic History, Political History and its sub-division Military History, History of Civilisation, History of Architecture (*cf.* Mr. Freeman's Burgundian Type), History of Geographical Discovery.

III. Geography is the basis of Commerce, which deals with the exchange of products. Both maker and merchant ought to know where raw materials can best be obtained, where most profitable markets for finished productions are to be found, and the lines of communication by which they may pass from one place to another. In addition to immediate utility Geography is necessary for general expansion of the views of merchant and manufacturer, who must plan a line of policy. This will alter with changing conditions, and the director of commerce needs the wider knowledge, and the greater intelligence as well as the practical point of view to carry on a great business.

In conclusion, Mr. Bryce emphasised the need for greater recognition of Geography in the Universities, the importance of books of travel and excursions, and commended the work of the Geographical Association and its organ, *The Geographical Teacher*.

Dr. H. R. MILL proposed, and Mr. T. G. ROOPER seconded, a vote of thanks to Mr. Bryce for his Address.

The PRESIDENT (Mr. Freshfield) pointed out the increasing recognition of Geography in the Universities—that a special diploma was now given at Oxford; that Geography formed part of the B.Sc. Examination in Economics in London; and that there was some prospect of a properly endowed Chair in Edinburgh. He thought the omission of Geography from the London Matriculation Examination, while Sanscrit and Portuguese were recognised, was probably an oversight, which he hoped would be righted.

Mr. CHISHOLM proposed, and Mr. ANDREWS seconded, votes of thanks to the Chairman and to the College of Preceptors for the use of the Hall.

[Particulars about the Association can be obtained from the Honorary Secretary, Dr. A. J. Herbertson, 9, Staver-ton Road, Oxford.]

NOTES FROM THE CENTRES.

St. Luke's (L).—The lectures last Term have shown a satisfactory advance on any previous Term. Professor Hall Griffin, who gave his course on *Character Studies in Shakespeare*, had an average attendance of about 120, and about twelve students did papers regularly. Professor Lewes' course on *The Chemistry of Air, Fire, and Water*, as was anticipated, called forth a good deal of enthusiasm. There was an average attendance of about 230, and about thirty students wrote papers weekly. The lectures are now held in the great hall of the Central Foundation School, Compton Street, E.C., and the fact has, doubtless, influenced the results obtained. Both courses are continued in the Lent Term; Professor Griffin with *Shakespeare's Heroines*; and Professor Lewes with *The Chemistry of Common Things*. Both courses are in educational sequence, so as to count towards the Sessional Certificate. In the case of Professor Lewes' course, this fact may be of interest to some of his last Term's students at other Centres, who are desirous of taking the Sessional Certificate in Chemistry.

BOOKS FOR STUDENTS.

Oxford Studies. By JOHN RICHARD GREEN: Edited by Mrs. GREEN and Miss NORGATE. (Macmillan and Co.—Eversley Series.)

The latest addition to Messrs. Macmillan's Eversley Series is one of the most welcome. The volume contains a number of Oxford Studies by the late J. R. Green. No one who picks it up can fail to be charmed with it; no Oxford man—or woman—who picks it up will lay it down again until he has read it from cover to cover. Green was in a double sense—alike by birth and education—an Oxford man; both of the City and the University—particularly, perhaps, of the City—he was a devoted son. These "studies," therefore, though disfigured in parts by a political and ecclesiastical "subacidity," will be found to possess a peculiar fascination and charm for all who bear towards the "fair city" some of the love with which Green was himself fulfilled.

The body of the book consists of twenty-two short papers on the history of Oxford in the eighteenth century, and makes a really substantial contribution to the history of University and City during that period. But prefixed to these are: (i) An interesting Introduction from the pen of Mrs. Green, but containing copious extracts from the diaries of her husband, and (ii) a paper on Old Oxford, much of which will come familiarly to the readers of the "Short History," but which is a truly delightful and characteristic bit of work—characteristic alike in faults and excellences. A critic might fairly take exception to the statement (p. 16) that "on the 'Provisions of Oxford' followed the regular establishment of parliamentary representation and power, of a popular and responsible ministry, of the principle of local self government." In what sense the Provisions of Oxford were connected with local self-government it would be very difficult to suggest. There is, too, a great deal of sentimental radicalism—somewhat misplaced; we hear too much, for example, of the humbling of the "municipal freedom of Oxford in the dust," and of the liberties of Oxford (in striking contrast to those of London) being "trodden under foot till the City stood almost alone in its bondage among the cities of England." But the defects of the paper are relatively small, and its merits are numerous and conspicuous.

But, as we have said, the main body of the work is concerned neither with "Early Oxford," nor with the Oxford of today, but with the Oxford of the eighteenth century—High Tory, Jacobite, and Anglican. In these sketches the touch, as if fitting, is light; and learning and research—though to the discerning eye their results are apparent—are not obtruded. Dons "steeped in prejudice and port"; undergraduates of all sorts and conditions; "smarts" and servitors; poor scholars and gentlemen commoners; the taverns and the alehouses; the "toasts" and the epigrams; the citizens and shopkeepers; the loyal "freemen" with their "Port-Meadow"—all these, and many more, are brought vividly before us by the graphic—though as yet, perhaps, inexperienced—pen of Mr. Green.

The papers were well worth re-printing, and thanks are due to Mrs. Green and Miss Norgate for the conscientious care with which they have been edited.

A History of Architecture on the Comparative Method, for the Student, Craftsman, and Amateur. By Professor BANISTER FLETCHER, F.R.I.B.A., and BANISTER F. FLETCHER, A.R.I.B.A. (Fourth edition, revised and enlarged.) 21s. net. (B. T. Batsford.)

Messrs. Fletcher have attempted the gigantic task of compressing the history of all architecture into a volume of 530 pages. Till lately, the student of general architecture has been confined to the great work of Fergusson; but as this occupied five large volumes, its size, as well as its cost, put it out of the reach of many students. Professor Hamlin in his *Text-Book of the History of Architecture*, and Messrs. Fletcher in their still more recent publication, have provided the student with a synopsis in quite a short space of the history of every style; Egyptian, Assyrian, Persian, Greek, Roman, Early Christian, Byzantine, Saracenic, Romanesque, Gothic, Oriental, and the various offshoots of Renaissance and Modern Architecture. The former book has the best of it in style and scholarship; but Messrs. Fletcher carry away the palm in the vast number and excellence and instructiveness of their illustrations. Plans, sections, mouldings, illustrations of detail, external and internal views are showered down with amazing profuseness. Some are measured drawings, some are photographs; and all of the highest educational value. For architecture, even more than other arts, is dependent on illustration; and no amount of eloquence in spoken word or print will conjure up to the mind what the drawing or the photograph provides instantaneously in complete presentment. There are no less than 256 plates; and when it is noted that there are sometimes twenty illustrations on one plate, it will be seen that the illustrations run into thousands. The task of preparing this vast selection of drawings and pictures must have been enormous. As regards the text, the book, from its very nature, is of the character of a dictionary or encyclopædia; it is a work of reference; and like all of that highly necessary class of books, does not aspire to be classed as literature. But within its limits, at any rate as regards the illustrations, it is a most remarkable production. Of the various sections, those on Classical and Renaissance work are the best. Several statements in the Mediaeval Section seem to require revision or explanation; or at any rate the evidence on which they are based should be referred to. It is not easy to see in what sense the Tower of London and St. Bartholomew's, Smithfield, are examples of English Gothic; still less how the term English Gothic can be carried back to the year 449 A.D.; indeed one would like to know the name of the English Gothic building or any other building that was erected in A.D. 449. But probably the authors have reasons of their own for their disregard of the usual classification. More attention, too, might be paid in another edition to the historical side of the subject.

Zoology, An Elementary Text book of. By A. E. SHIPLEY, M.A., and E. W. MACBRIDE, M.A., D.Sc. Price, 10s. 6d. net. (Cambridge University Press, 1901.)

"We have tried in the following book to write an elementary treatise on Zoology which could be readily understood by a student who had no previous knowledge of the subject." This is the aim that the authors, one of whom is a co editor of the "Cambridge Natural History," have set before them, and have put in the forefront of the Preface. Again: "We have tried to show that Zoology deals as much with living as with dead organisms." We can only congratulate the authors on the admirable way in which they have done this and more. We have tested it in two ways. We put it into the hands of a promising and most enthusiastic student who began the study of Zoology systematically only this Session; and he has found it the best manual that he has tried so far. We have, on the other hand, studied the exposition as a guide to our own lectures on the Vertebrata; and

found its guidance systematic, clear, and suggestive in the highest degree. The treatment of the Vertebrate Skeleton is especially good, and will save those who find difficulty in assimilating the enormous amount of details of "dry bones," many a weary hour. The figures are well selected—many of them, and not the worst, original; there is, moreover, a full table of them in the contents, and the forms illustrated are marked in the very complete index in thick type. While these are its merits, as a whole, we cannot help regretting that the device of small type was not resorted to to give a few details, that would doubtless have overweighted the text if printed uniformly with it. Some of the omissions, such as that of the Mongoose from the Carnivora cited by name, seem capricious; and we hardly think that the treatment of the Protozoa in twenty-seven pages is adequate.

The authors state that "it has been drawn up with an eye to no examinations"; yet we think that a student who relies on it to accompany the indispensable work on animals will be far better prepared than if he confined his reading to any other single text-book we know of. But still he will feel impelled, if of the right sort, to seek for missing details of many groups in other books, which are of decidedly inferior merit in the *tout ensemble*. Our experience, as stated above, warrants our recommending it most warmly to student and teacher alike, despite these warnings.

The paper is fairly thin, so that the volume is not unduly bulky; unfortunately it is bibulous, and ill-fitted to receive a diligent student's *marginalia*, which so much enhance the value of a book for repeated study.

On the Theory and Practice of Art-Enamelling upon Metals. By HENRY CONYNHAME, M.A., of the Home Department. (Westminster: A. Constable and Co. 1899.)

This work—the notice of which has been too long delayed—is intended as a contribution towards the revival of one of the most charming and delicate of the neglected *Petites Industries*. It is addressed primarily to such workmen as are still able and willing to attempt artistic work; but it is the author's hope that "some of our artistically-minded amateurs may (also) be induced to benefit by it." We trust that both classes may make acquaintance with a work which is as charming and dainty in "get-up" as it is sound and thorough in substance. That it has an economic as well as an artistic purpose we have already hinted. "The Rue du Temple in Paris still abounds"—as the author points out—"with happy homes where the master practises a lucrative art-craft in part of the suite of rooms and his wife and family live in the other. . . . And here are to be met enamellers, fan painters, delicate ivory carvers who have not been drilled into mediocrity by the iron factory system, but possess that independence of mind which is almost a necessity for a true art-craftsman." If the publication of this work does anything to revive an artistic *Petite Industrie* in England, it will have served an exceedingly useful and worthy purpose.

The limits of our space preclude any but a very brief notice of the following books:—Dr. Haberlandt's *Ethnology* (Dent, 1s.), is more than a mere description of the races of mankind. Nearly half of the little volume consists of a brief account of the development of society and culture, special attention being drawn in several sections to the climatic, artistic, and intellectual influences that have been at work. Accounts then follow of the chief families of mankind. On page 85 it would have been well to state the arguments why the North American Indians may be regarded as entirely distinct from the Mongolian family. The book is well illustrated and is a marvel of cheapness.

To present, even in miniature, a picture of Roman History from the days of the legendary Romulus to those of the puny Romulus Augustulus, who was dethroned by Odoacer, is a surprising achievement in a book of 160 pages. Yet the feat has been accomplished by Dr. Koch in another volume of Messrs. Dent's "Temple Classics Primers." The picturesque very naturally disappears in the process. There is no room for pictorial description or character drawing; but a very serviceable skeleton is here presented, well articulated in most respects. The volume closes with a brief list of the chief authorities.

We can only briefly refer to Professor C. H. Keene's excellent little edition of Cicero's *Orations against Catiline* (Blackie and Son, 2s. 6d.), an edition furnished with an excellent and illustrated introduction and a serviceable vocabulary and notes; also to Mr. A. Sidgwick's admirable little text-books on *Æneid*, Books II, V, VI, and IX—handy volumes which classical scholars will find portable and convenient during railway journeys. (Cambridge University Press.)

OFFICIAL ANNOUNCEMENTS.

I. OXFORD.

SESSION 1901-1902.—*Lent Term, 1902.**All lectures are at fortnightly intervals except where otherwise stated. Certificates are awarded on courses of 12 lectures only.*

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course (or Half-Course) begins.	Course ends.
Reading College (SESSIONAL COURSES—weekly)					
"	"	The Principles of Logic ...	W. G. DE BURGH, M.A.		
"	"	Outlines of Moral Philosophy ...	" "		
"	"	Greek Language and Literature ...	" "		
"	"	Greek History ...	" "		
"	"	Latin Language and Literature ...	" "		
"	"	Roman History ...	" "		
"	"	Chaucer ...	W. M. CHILDS, M.A.		
"	"	Shakespeare— <i>Richard III</i> ...	" "		
"	"	Selected Essays of Bacon ...	" "		
"	"	History of English Literature in the Sixteenth Century	" "		
"	"	French Language and Literature...	J. M. REY, B. ès Let.		
"	"	Racine ...	" "		
"	"	History of England, 1689-1789 ...	W. M. CHILDS, M.A.		
"	"	Geography of N. America & India	H. J. MACKINDER, M.A.		
"	"	Mathematics, Pure and Applied...	A. L. BOWLEY, M.A.		
"	"	Physics ...	G. J. BURCH, M.A., F.R.S.		
"	"	Chemistry ...	C. M. LUXMOORE, D.Sc.		
"	"	Botany ...	F. W. KEEBLE, M.A.		
"	"	Zoology ...	T. T. GROOM, M.A., D.Sc.		
"	"	Theory and Practice of Class Teaching	J. H. GETTINS, B.A.		
"	"	School Organisation and Management	" "		
†Bolton (afternoon) ...	12	English History, 1514-1789 ...	Rev. W. H. SHAW, M.A.	Th. Jan. 16	Mar. 27
Bolton (evening) ...	6	History of Florence ...	" "	Th. Jan. 16	Mar. 27
Heaton Chapel (evening) ...	6	History of Florence ...	" "	M. Jan. 13	Mar. 24
Huddersfield (evening) ...	6	Heroes of the Nations ...	" "	M. Jan. 20	Not fixed
Hyde (evening) ...	6	Puritan England ...	" "	T. Jan. 14	Mar. 25
Leamington (evening) ...	6	Rome in the Middle Ages ...	" "	F. Jan. 24	Apr. 4
Littleborough (evening) ...	6	Heroes of the Nations ...	" "	T. Jan. 21	Apr. 1
Stratford-on-Avon (aft.) ...	6	Rome in the Middle Ages ...	" "	F. Jan. 24	Apr. 4
†Bournemouth (afternoon)...	12	English Novelists ...	J. A. R. MARRIOTT, M.A.	W. Jan. 14	Mar. 25
†Malvern (afternoon) ...	12	Europe since Waterloo ...	" "	W. Jan. 22	Apr. 2
†Reigate (afternoon)...	12	Rise and Progress of the British Colonies	" "	M. Jan. 20	Not fixed
Warminster (afternoon) ...	6	English Novelists ...	" "	W. Jan. 29	Not fixed
†Woodstock (evening) ...	10	English Novelists ...	" "	T. Jan. 7	Not fixed
Chester (afternoon) ...	6	The Renaissance in Italy ...	E. L. S. HORSBURGH, B.A.	F. Jan. 24	Apr. 4
Chester (evening) ...	6	Six Statesmen of Nineteenth Century	" "	F. Jan. 24	Apr. 4
Southend (evening) ...	6	The French Revolution ...	" "	Th. Jan. 16	Mar. 27
Stroud (afternoon, weekly) ...	12	Shakespeare ...	" "	W. Jan. 22	Apr. 9
Todmorden (evening) ...	6	The Age of Elizabeth ...	" "	Th. Feb. 6	Apr. 17
Bradford (evening) ...	6	The Electric Current ...	A. H. FISON, D.Sc.	W. Jan. 15	Mar. 26
†Brentwood (afternoon) ...	10	Sunlight and Starlight ...	" "	W. Jan. 22	Mar. 19
Grimsby (evening) ...	6	The Sun and Stars ...	" "	T. Jan. 28	Apr. 8
Eastbourne (afternoon) ...	6	The Electric Current ...	" "	M. Jan. 27	Apr. 7
Evesham (evening) ...	6	The Electric Current ...	" "	M. Jan. 20	Mar. 31
Kettering (evening)...	6	The Electric Current ...	" "	Th. Jan. 16	Not fixed
†Oxford (evening, weekly) ...	12	Astronomy ...	Prof. H. H. TURNER, M.A., D.Sc.	M., Jan. 28	Mar. 4
Tunbridge Wells (afternoon, weekly)	10	Dante ...	Rev. P. H. WICKSTEED, M.A.	W. Jan. 22	Mar. 26
†Canterbury (afternoon) ...	12	The Development of Gothic Architecture	F. BOND, M.A., A.R.I.B.A.	F. Jan. 24	Apr. 4
†Ramsgate (afternoon) ...	12	The Development of Gothic Architecture	" "	S. Jan. 25	Apr. 5
Bath (evening) ...	6	Life Histories of some Animals ...	A. W. BROWN, B.A., F.L.S.	Th. Jan. 23	Apr. 3
†Burslem (evening) ...	6	The Theory of Evolution...	" "	T. Jan. 28	Apr. 8
†Longton (evening) ...	12	Life Histories of some Animals ...	" "	Th. Jan. 16	Mar. 27
Peterborough (evening) ...	6	The Theory of Evolution...	" "	F. Jan. 17	Mar. 21
†Stafford (evening) ...	6	Animal Life in Relation to its Surroundings ...	" "	M. Jan. 27	Apr. 7
†Trentham (evening) ...	6	Animal Life in Relation to its Surroundings	" "	T. Jan. 21	Apr. 1
†Cheltenham Ladies' College (morning)	12	Seventeenth Century Literature ...	E. DE SÉLINCOURT, M.A.	Th. Jan. 30	Apr. 3

The courses are delivered between October 3, 1901, and July 2, 1902.

† The figures in the second column include the lectures given in the Michaelmas Term, from which these courses are continued.

‡ In connection with the Council for the Extension of Higher Education in North Staffordshire.

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Course (or Half-Course) begins.	Course ends.
+Chesterfield (evening) ...	12	Colonial Life and Imperial Policy	G. C. HENDERSON, M.A.	T. Jan. 14	Mar. 25
Chorley (evening) ...	6	Heroes, Mediaeval and Modern ...	" "	F. Jan. 17	Not fixed
Lincoln (afternoon) ...	6	Heroes, Mediaeval and Modern ...	" "	W. Jan. 15	Mar. 26
††Newcastle (Staff.) (even) ...	12	Colonial Life and Imperial Policy	" "	Th. Jan. 16	Mar. 27
†Wolverhampton (evening) ...	12	Heroes, Mediaeval and Modern ...	" "	M. Jan. 13	Mar. 24
Bradford (evening) ...	6	English Novelists ...	R. ASHE KING, M.A.	Th. Jan. 9	Mar. 20
†Bedford (afternoon) ...	12	English Ecclesiastical Architecture	Rev. W. MARSHALL, M.A.	M. Jan. 20	T. Apr. 1
†Surbiton (afternoon) ...	12	English Ecclesiastical Architecture	" "	Th. Jan. 20	Mar. 13
†Caterham Valley (aft.) ...	12	The Union of Italy ...	W. ALISON PHILLIPS, M.A.	M. Jan. 20	Not fixed
†Folkestone (afternoon) ...	12	The Political Development of Europe since 1815	" "	M. Jan. 27	Not fixed
†Hove (afternoon) ...	12	The Political Development of Europe since 1815	" "	T. Jan. 21	Apr. 1
†Haywards Heath ...	12	English Novelists ...	J. C. POWYS, B.A.	Th. Jan. 30	Not fixed
†Hove (evening) ...	12	English Novelists ...	" "	Th. Jan. 16	Mar. 27
Lewes (afternoon) ...	6	Shakespeare's Historical Plays ...	" "	T. Jan. 14	Mar. 25
†Ryde (afternoon) ...	12	English Novelists ...	" "	Th. Jan. 9	Mar. 20
†Abergavenny (evening) ...	6	Empire and Papacy ...	W. K. STRIDE, M.A.	F. Jan. 17	Not fixed
Bournemouth (evening) ...	6	Mediaeval England ...	" "	T. Jan. 7	Mar. 18
†Christchurch ...	12	Empire and Papacy ...	" "	W. Jan. 8	Mar. 19
Hereford (afternoon) ...	6	British India ...	" "	T. Jan. 14	Mar. 25
Hereford (evening) ...	6	Geography, Commerce, and Empire	" "	M. Jan. 13	Mar. 24
Ledbury (afternoon) ...	6	Mediaeval England ...	" "	W. Jan. 15	Mar. 26
Ledbury (evening) ...	6	Making of England ...	" "	T. Jan. 14	Mar. 25
Tetbury (afternoon) ...	6	Making of England ...	" "	Th. Jan. 16	Not fixed
Westend (morning) ...	6	Mediaeval England ...	" "	Th. Jan. 9	Mar. 20
Frome (evening) ...	6	English Novelists of the Victorian Era	Rev. E. J. BODINGTON, M.A.	T. Jan. 28	Not fixed
Gloucester (evening) ...	6	English Novelists of the Victorian Era	" "	M. Jan. 20	Apr. 7
Leominster (evening) ...	6	Greater Britain ...	" "	T. Jan. 21	Apr. 8
Caerleon (afternoon) ...	6	Tennyson ...	J. A. DALE, B.A.	M. Jan. 20	Not fixed
Cheadle (Staffs.) (evening) ...	6	The Romantic Revival ...	" "	T. Jan. 14	Mar. 18
Guernsey (afternoon) ...	6	Tennyson ...	" "	W. Feb. 5	Not fixed
†Pontypool ...	12	Tennyson ...	" "	M. Jan. 20	Not fixed
Castletown (evening, weekly) ...	6	Shakespeare ...	A. M. D. HUGHES, B.A.	T. Jan. 28	Mar. 4
Douglas (evening, weekly) ...	6	Shakespeare ...	" "	W. Jan. 22	Feb. 26
Peel (evening, weekly) ...	6	Shakespeare ...	" "	Th. Jan. 23	Feb. 27
Ramsey (evening, weekly) ...	6	Shakespeare ...	" "	F. Jan. 24	Feb. 28
Bridgnorth (evening, weekly) ...	6	Greater Britain ...	R. W. JEFFERY, B.A.	M. Feb. 10	Mar. 17
Ventnor (afternoon, weekly) ...	6	The Story of Venice ...	Miss E. PHILIPPS..	W. Jan. 15	Mar. 26

† The figures in the second column include the lectures given in the Michaelmas Term, from which these courses are continued.

‡ In connection with the Council for the Extension of Higher Education in North Staffordshire.

II. CAMBRIDGE.

Session 1901-02.

(1) SYSTEMATIC UNIVERSITY EXTENSION COURSES.

[All lectures are at **Weekly** intervals unless otherwise stated. Certificates are not awarded for Short Courses or series of Pioneer Lectures. In the case of Sessional courses the specific title of the course for the several Terms is given within brackets after the general title.]

A.—SESSIONAL COURSES.

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Day.
Royal Albert Memorial College, Exeter—				
(afternoon) Mich. Term } 24		Famous Cities and their Place in History	F. A. KIRKPATRICK, M.A. ...	F., Sept. 27
(afternoon) Lent Term } 24		Monastic Life and Buildings in the Middle Ages	Rev. D. H. S. CRANAGE, M.A.	F., Jan. 17
(evening) Mich. Term } 24		Famous Cities and their Place in History	F. A. KIRKPATRICK, M.A. ...	F., Sept. 27
(evening) Lent Term } 24		Monastic Life and Buildings in the Middle Ages	Rev. D. H. S. CRANAGE, M.A.	F., Jan. 17
(evening) Mich. Term } 24		Chemistry (Course I) ...	A. W. CLAYDEN, M.A. ...	W., Oct. 2
(evening) Lent Term } 24		Chemistry (Course II) ...	" "	W., Jan. 22
(day) Lent Term ... } 24		History ...	W. J. HARTE, M.A. (Oxon.)...	F., Jan. 10
(day) Summer Term } 24				
Technical and Univ. Ext. College, Colchester—				
(evening) Mich. Term } 24		Chemistry ...	P. LAKE, M.A. ...	Tu., Oct. 1
(evening) Lent Term } 24				Tu., Jan. 7
§University College, Nottingham—				
(evening) Mich. Term } 24		English History 1603 to 1689 ...	Rev. J. E. SYMES, M.A. ...	Th., Oct. 10
(evening) Lent Term } 24				Th., Jan. 16

§ Recognised by the Board of Education for Pupil-Teachers.

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Day.
§ University Col., Sheffield— (evening) Mich. Term } (evening) Lent Term }	24	Shakespeare and Milton ... Wordsworth, Coleridge, and Tennyson ...	G. C. MOORE SMITH, M.A. ...	Th., Oct. 3 Th., Jan. 16
§ University Coll., Bristol— (morning) Lent Term } (morning) Summer Term }	24	England under the Tudors ...	G. H. LEONARD, M.A. ...	S., Nov. 16
§ Portsmouth— (afternoon) Mich. Term } (afternoon) Lent Term }	24	English Statesmen and their Eras from Alfred to Victoria (Part I) English Statesmen and their Eras from Alfred to Victoria (Part II)	H. E. MALDEN, M.A. ... " " ...	F., Sept. 27 F., Jan. 17
(evening) Mich. Term } (evening) Lent Term }	24	History and Antiquities of the South Eastern Counties, and of Hampshire (Part I) Gothic Ecclesiastical Architecture ...	" " ... Rev. W. MARSHALL, M.A. ...	F., Sept. 27 F., Jan. 17
York— (afternoon) Mich. Term } (evening) Mich. Term } (evening) Lent Term }		History { (The Roman Empire) ... (The Roman Empire) ... (The Rise of the Middle Ages)...	A. J. GRANT, M.A. ... " " ... " " ...	F., Sept. 27 F., Sept. 27 F., Jan. 17
Scarborough— (afternoon) Mich. Term } (aft. & even.) Lent Term }	24	Literature { (Poems of Revolt and Recon- ciliation) (Shakespeare's Historical Plays and Tragedies)	P. H. WICKSTEED, M.A. ... J. C. POWYS, M.A. ...	Th., Sept. 26 M., Jan. 20
Southport— (afternoon) Mich. Term } (afternoon) Lent Term } (evening) Mich. Term } (evening) Lent Term }	24 24 24 24	English { (Tennyson and Browning) ... Literature { (History of the English Novel) (Tennyson and Browning) ... (History of the English Novel)	J. H. B. MASTERMAN, M.A. ... A. H. THOMPSON, B.A. ... J. H. B. MASTERMAN, M.A. ... A. H. THOMPSON, B.A. ...	M., Sept. 30 M., Jan. 20 M., Sept. 30 M., Jan. 20

B.—TERMINAL COURSES.

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Day.
† Exmouth (afternoon) ...	12	History of English Architecture ...	Rev. D. H. S. CRANAGE, M.A.	Th., Jan. 16
Colchester (afternoon) ...	12	Shakespeare ...	A. H. THOMPSON, B.A.	M., Sept. 30
Colchester (evening) ...	12	Shakespeare ...	" " ...	M., Sept. 30
† Colchester (afternoon) ...	12	The Forces of Nature (Part II) ...	D. J. CARNEGIE, M.A.	M., Jan. 27
† Colchester (evening) ...	12	The Forces of Nature (Part II) ...	" " ...	M., Jan. 27
Hastings (afternoon) ...	12	Shakespeare ...	A. H. THOMPSON, B.A.	Th., Oct. 3
Worthing (afternoon) ...	12	Shakespeare ...	" " ...	W., Oct. 2
Darlington (afternoon) ...	12	Dante ...	P. H. WICKSTEED, M.A.	W., Sept. 18
Northallerton (evening) ...	12	Earning and Spending ...	" " ...	W., Sept. 25
† Grantham (afternoon) ...	12	German, Flemish, and Dutch Painters ...	PERCIVAL GASKELL ...	Th., Jan. 9
Guildford (afternoon) ...	12	Forces of Nature (Part II) ...	D. J. CARNEGIE, M.A.	M., Sept. 30
Eastbourne (afternoon) ...	12	Forces of Nature ...	D. J. CARNEGIE, M.A.	Th., Oct. 3
† Hurstpierpoint (afternoon) ...	12	Dante ...	P. H. WICKSTEED, M.A.	Th., Jan. 16
New Herrington (evening) ...	12	England and her Neighbours in the Far East	I. C. HANNAH, M.A. ...	Th., Oct. 3
Yarmouth (evening) ...	12	History of the English Novel in the 19th Century	A. H. THOMPSON, B.A.	F., Sept. 27
Ipswich (evening) ...	12	Modern Movements in Literature ...	C. F. G. MASTERMAN, M.A.	F., Sept. 27
Norwich (morning) ...	12	Modern Movements in Literature ...	" " ...	S., Sept. 28
† King's Lynn (evening) ...	12	England and her Colonies ...	F. A. KIRKPATRICK, M.A.	Tu.,
Leicester (evening) ...	12	Wordsworth, Carlyle, and Browning— Three Prophets of the Romantic Revival	J. H. B. MASTERMAN, M.A. ...	F., Sept. 27
† Leicester (evening) ...	12	Bacteria in Relation to Life ...	W. B. BOTTOMLEY, M.A.	F., Jan. 17
† Market Drayton (aft.) ...	12	Social Teachers of the Victorian Era ...	J. H. B. MASTERMAN, M.A. ...	M., Jan. 6
† Market Drayton (evening) ...	12	Social Teachers of the Victorian Era ...	" " ...	M., Jan. 6
† Shrewsbury (afternoon) ...	12	Tennyson and Browning ...	" " ...	Tu., Jan. 14
† Shrewsbury (evening) ...	12	Social Teachers of the Victorian Era ...	" " ...	Tu., Jan. 14
Plymouth (evening) ...	12	Famous Cities and their Place in History	F. A. KIRKPATRICK, M.A.	M., Sept. 30
Newcastle (evening) ...	12	Photography and its Relation to the Science of Light	J. H. VINCENT, B.A. ...	Th., Oct. 3
Sunderland (evening) ...	12	Photography and its Relation to the Science of Light	" " ...	M., Sept. 30
† Newcastle (evening) ...	12	Four Nineteenth Century Novelists ...	A. H. THOMPSON, B.A.	Th., Jan. 16
† Sunderland (evening) ...	12	History of the English Novel in the 19th Century	" " ...	W., Jan. 15
Middlesbrough (evening) ...	12	Napoleon ...	W. F. LORD, B.A.	Tu., Oct. 1
† Bishop Auckland (evening) ...	12	England and her Neighbours in the Far East	I. C. HANNAH, M.A.	W., Jan. 22

§ Recognised by the Board of Education for Pupil-Teachers.

† Continued in the Lent Term or delivered wholly in the Lent Term.

Centre.	No. of Lectures in Course.	Subject of Course.	Lecturer.	Day.
†Middlesbrough (evening)...	12	History of English Architecture ...	A. H. THOMPSON, B.A. ...	Tu., Jan. 14
Chichester (evening) ...	12	Historical Episodes and Characteristics of the 19th Century	J. W. HEADLAM, M.A. ...	Tu., Sept. 17
Hull (evening) ...	12	Dante's <i>Purgatorio</i> ...	P. H. WICKSTEED, M.A. ...	Th., Sept. 26
†Hull (evening) ...	12	Architecture... ..	A. H. THOMPSON, B.A. ...	F., Jan. 17
†Torquay (afternoon) ...	12	Monastic Life and Buildings in the Middle Ages	Rev. D. H. S. CRANAGE, M.A. ...	W., Jan. 15
†Ullenhall (evening) ...	12	Astronomy	Rev. W. F. PELTON, M.A. ...	Tu., Jan. 7
†Worcester (evening) ...	12	The Victorian Age (Part II) ...	W. A. BROCKINGTON, M.A. ...	Tu., Jan. 21
†Hastings (evening) ...	12	World's Great Explorers	H. Y. OLDHAM, M.A. ...	W., Jan. 22
Norfolk County Council—				
†Norwich (morning) ...	12	Agricultural Chemistry	R. H. ADIE, M.A. ...	S., Jan. 18

C.—SHORT COURSES AND PIONEER LECTURES.

[Courses of less than twelve lectures, either weekly or fortnightly.]

Centre.	Subject of Course.	Lecturer.	Day.
*†Bideford (afternoon) ...	Under arrangement...		
*Mansfield (evening) ...	The Living World	F. W. KEEBLE, M.A. ...	F., Oct. 4
*Halesowen (evening) ...	The Living World	" " " " " " " "	Tu., Oct. 8
*†Loughborough (evening) ...	The Living World	W. B. BOTTOMLEY, M.A. ...	Th., Jan. 23
*†Market Harborough (evening) ...	The Living World	" " " " " " " "	Th., Jan. 16
*†Guildford (evening) ...	Greek Art and National Life ...	S. C. KAINES SMITH, B.A. ...	M., Jan. 20
*Henfield (afternoon) ...	History and Antiquities of Sussex...	H. E. MALDEN, M.A. ...	Tu., Oct. 8
*Hitchin (afternoon) ...	Flemish and Dutch Painters ...	PERCIVAL GASKELL ...	Th., Oct. 10
*Saffron Walden (afternoon) ...	Florentine Painters... ..	" " " " " " " "	Th., Oct. 3
*Huntingdon (afternoon) ...	Shakespeare... ..	J. C. POWYS, M.A. ...	Th., Oct. 10
*†Leeds (afternoon) ...	The Study of Poetry	" " " " " " " "	W., Jan. 22
*†Filey (evening) ...	Shakespeare... ..	" " " " " " " "	Tu., Jan. 21
*†Ludlow (evening) ...	Makers of Europe	J. H. B. MASTERMAN, M.A. ...	Th., Jan. 16
*†Plymouth (evening) ...	Art of the Renaissance	E. L. S. HORSBURGH, B.A. ...	F., Jan. 31
*Earls Colne (afternoon) ...	Shakespeare... ..	A. H. THOMPSON, B.A. ...	Tu., Sept. 24
*Swaffham (afternoon) ...	Shakespeare... ..	" " " " " " " "	F., Sept. 27
*Lowestoft (afternoon) ...	Victorian Poets and Novelists ...	" " " " " " " "	F., Oct. 4
*†Lowestoft (evening) ...	Ideals of Life	C. F. G. MASTERMAN, M.A. ...	F., Jan. 31
*Boroughbridge (evening) ...	South Africa... ..	I. C. HANNAH, M.A. ...	F., Oct. 4
*Thirsk (evening) ...	England and her Neighbours in the Far East	" " " " " " " "	Tu., Oct. 8
*Barrow-in-Furness (evening) ...	England and her Neighbours in the Far East	" " " " " " " "	M., Sept. 30
West Hartlepool ...	England and her Neighbours in the Far East	" " " " " " " "	W., Oct. 16
*Kendal (evening) ...	England and her Neighbours in the Far East	" " " " " " " "	Tu., Oct. 1
†Hexham (afternoon) ...	England and her Neighbours in the Far East	" " " " " " " "	Tu., Feb.
*†Newmarket (afternoon) ...	Shakespeare... ..	A. J. WYATT, M.A. ...	Th., Oct. 10
Hunstanton (afternoon) ...	Greek Art and National Life ...	S. C. KAINES SMITH, B.A. ...	Th., Oct. 24
*Royston (evening) ...	Chapters from Natural History ...	C. WARBURTON, M.A. ...	W., Oct. 2
*Maldon (evening) ...	Shakespeare... ..	A. H. THOMPSON, B.A. ...	Tu., Oct. 1
*Harpenden (afternoon) ...	England under the Early Stuarts ...	R. V. LAURENCE, B.A. ...	Th., Oct. 31
*†Salisbury ...	Shakespeare... ..	J. C. POWYS, M.A. ...	M., Jan. 13
*†Felixstowe ...	Under arrangement...		
Exmouth (afternoon) ...	English Lyrical Poetry	F. A. KIRKPATRICK, M.A. ...	Th., Nov. 14
Dawlish (afternoon) ...	English Lyrical Poetry	" " " " " " " "	Tu., Nov. 12
*Margate (evening) ...	Formal Astronomy	E. J. C. MORTON, M.A. ...	W., Oct. 2
*†Margate (evening) ...	Greek Art and National Life ...	S. C. KAINES SMITH, B.A. ...	W., Jan. 29
†Norwich (morning) ...	Modern English Humourists ...	C. F. G. MASTERMAN, M.A. ...	S., Feb. 1

* Fortnightly.

† Continued in the Lent Term or delivered wholly in the Lent Term.

Negotiations are on foot with a number of other Centres.

Vice-Chancellor's Certificate in Honours.—The following awards have been made:—

Miss FLORENCE McLAREN, Sunderland.—Subject of Essay: *The Growth of National Consciousness in Italy.*

Miss CAROLINE PEET, Southport.—Subject of Essay: *A Comparison of the Political, Social, and Religious Ideals of Life as Revealed in the Writings of Dante, Shakespeare, and Tennyson.*

GREEK CLASSES.

MANY readers of the *Journal* will recollect the Examinations of the University Extension Greek Classes, conducted by Mr. Wells, of Wadham College, Oxford. Eleven students passed in the Lower Grade, for which the standard was that of Responses at Oxford, and eight in the Higher, for which the standard was that of Pass Moderations. In each case, Mr. Wells, in his report, spoke very highly of the work. It is hoped that Mr.

Henry G. Gibson, M.A., the teacher of these classes, will shortly be able to extend this work into new Centres; and we trust that several may take advantage of the opportunity now offered. The classes will be held weekly, and the books used in the first few classes will be Abbott and Mansfield's *Greek Grammar* (Accidence and Syntax), and Underhill's *Easy Exercises in Greek Accidence*. The first piece of Translation taken will be the second book of Xenophon's *Anabasis*. Further information may be obtained from H. G. Gibson, M.A., 49, Gibbon Road, Kingston-on-Thames.

III. LONDON.

Lent Term, 1902.

[Each course consists of ten weekly lectures, except where specified otherwise as of more. The date given is that of the opening lecture. Except where stated otherwise, the class follows the lecture. The fee first named in each case is that ordinarily charged by the Local Committee for a course ticket; the others indicate the reductions made in certain cases at their discretion—generally for pupil-teachers, artisans, &c. Full particulars on these and all other points (for the reduced fees are not in every case given) may be obtained from the Local Secretaries, whose names and addresses may be had on application to the SECRETARY, University Extension Office, Charterhouse, E.C.

In the case of the courses marked [S], no examination will be held at the end of the Lent Term, but one on the whole Session's work at the end of the Summer Term.]

Central Courses (Gresham College, Basinghall Street, E.C.)—
(1) [S] *The Renaissance in Italy and England* (Part II); E. L. S. Horsburgh, B.A. Tuesday, 8. Jan. 21. 5s.*
(2) [S] *An Introduction to Shakespeare* (Part II); W. H. Hudson. Thursday, 8. Jan. 16. 5s.*

Balham-and-Tooting (Congregational Lecture-hall, High Road, Balham)—*Select Plays of Shakespeare*; J. Churton Collins, M.A. Friday, 8. Jan. 17. 5s.

Battersea (Polytechnic)—(1) [S] *The Economics of Exchange, Finance, and Taxation* (13 lectures); A. Milnes, M.A. Tuesday, 8. Jan. 7. 5s.—4s.
(2) (Polytechnic)—*The Study of Children*; F. Warner, M.D., F.R.C.P., F.R.C.S. Wednesday, 5.30. Jan. 15. 5s.

Bermondsey (Settlement, Farncombe Street, Jamaica Road)—[S] *The Age of the Reformation and of Queen Elizabeth* (Part II); E. L. S. Horsburgh, B.A. Monday, 8.15. Jan. 13. 1s.

Bexleyheath (Parish Room, Bexleyheath)—*The Geology and Scenery of the British Isles* (Part I); F. W. Rudler, F.G.S. Friday, 8. Jan. 17. 2s.—1s.

Birkbeck Institution (Brearms Buildings, Chancery Lane)—(1) [S] *Commercial Geography* (Part II); G. G. Chisholm, M.A., B.Sc. Tuesday, 6.30. Jan. 14. 5s.—3s.
(2) [S] *Currency, Banking, Foreign Trade, etc.* (12 lectures); G. Armitage-Smith, M.A. Friday, 7.30. Jan. 3. 5s.—3s.

Bishopsgate (Institute, Bishopsgate Street Without)—*The Science of Home Life*; Professor Vivian B. Lewes. Tuesday, 7. Jan. 21. 6d.—3d.

Buckhurst Hill (Palmerston Road School-room)—*Tennyson*; W. H. Hudson. Wednesday, 3. Jan. 15. 10s. 6d. (three of a family, 25s.).

Bushey Heath (Drill Room, Caldecote Towers, Bushey Heath)—*Master-Spirits of the Age*; A. Rickett, M.A., LL.D. Monday, 3. Jan. 27. 10s. 6d.

Canning Town (Public Hall, Barking Road)—[S] *The Theory of Earning and Spending* (Part II); P. H. Wicksteed, M.A. Monday, 8. Jan. 13. Free.

Central Y.M.C.A. (Exeter Hall, Strand)—*The Florentine Painters*; Percival Gaskell, R.B.A. Friday, 8. Jan. 17. 3s. 6d.—2s. 6d.

Chelsea Polytechnic (Polytechnic, Manresa Road)—(1) [S] *The History of Architecture* (Part II); Banister Fletcher, A.R.I.B.A. Monday, 7. Jan. 20. 6s.

(2) [S] *Openings for British Trade* (Part II); G. G. Chisholm, M.A., B.Sc. Wednesday, 8. Jan. 15. 5s.—2s. 6d.

* Tickets at the reduced charge of 2s. 6d. can be obtained (a) by teachers, (b) by students who have attended a course of lectures at any Centre, other than Gresham College, within the past year in a kindred subject, and desire to qualify, or to complete their qualification, for a Sessional Certificate.

Any *bonâ fide* student who is the holder of a ticket for a course of lectures at one of the Society's Centres for the current Term can obtain a ticket for either of these courses, free, or at a reduced fee, according to the following conditions:—if the local fee is 5s. or upwards, the student is entitled to a free ticket to one of the central courses; if the local fee is less than 5s., the student will be required to pay the difference between that sum and 5s. (or, in the case of a teacher, 2s. 6d.). The application, made on a form provided for that purpose and to be obtained from the Local Secretary of the student's Centre, must be sent, counter-signed by the Local Secretary, and accompanied by stamped addressed envelope, to the Secretary, University Extension Office, Charterhouse, E.C.

Chislehurst (Sitka House)—*Poems of Revolt and Reconciliation*; P. H. Wicksteed, M.A. Tuesday, 3. Jan. 14. 15s. (three of family, 35s.)—teachers, 10s.

City of London College (White Street, Moorfields)—(1) *The English Novel* (Part II); W. H. Hudson. Monday, 7. Jan. 13. 5s.—3s.

(2) *The Economics of Exchange, Finance, and Taxation* (12 lectures); A. Milnes, M.A. Thursday, 8. Jan. 9. 5s.—3s.

Croydon (Public Hall)—[S] *The Geology and Scenery of the British Isles* (Part II); F. W. Rudler, F.G.S. Monday, 7.45. Jan. 20. 15s. (Subscribers, two for 21s.).

Crystal Palace (School of Art)—*Select Plays of Shakespeare*, J. Churton Collins, M.A. Thursday, 3.30. Jan. 16. 21s.

Epsom (Assembly Rooms, King's Head Hotel)—*Dr. Johnson and his Circle* (Short Course); R. Ashe King, M.A. Friday, 8.30. Feb. 7. 2s.

Finsbury Park (Hall, Stroud Green School, Woodstock Road, N.)—*The Study of Children*; F. Warner, M.D., F.R.C.P., F.R.C.S. Saturday, 11 a.m. Jan. 18. 6s.

Greenwich (Parish Room, St. Alfege's Church)—*English Essayists of the Nineteenth Century*; R. Ashe King, M.A. Tuesday, 8. Jan. 14. 5s.

Hampstead (St. Peter's Lecture-hall, Belsize Square, N.W.)—[S] *The Development of Gothic Architecture*; F. Bond, M.A., F.G.S., Hon. A.R.I.B.A. Wednesday, 3. Jan. 22. 15s. (three taken together, 37s. 6d.)—7s. 6d.

Herne Hill (St. Paul's Mission Room, Lowdon Road)—*Makers of Modern England*; C. E. Mallet, B.A. Monday, 8.30. Jan. 13. 7s. 6d. (Pupil teachers and weekly wage-earners, 2s. 6d.).

Holloway (Northern Polytechnic Institute)—(1) [S] *The History, Geography, and Industries of the British Colonies* (Part II); Arthur Paul, M.A. Wednesday, 9.45 a.m. (class at 9). Jan. 8. 10s. 6d. for whole Session.

(2) [S] *Poetry and the Drama in the Reign of Elizabeth*; Arthur Paul, M.A. Wednesday, 6.30. Jan. 8. 21s. for whole Session.

Lavender Hill (Town Hall, Battersea)—*Social and Industrial England* (Part II); J. Holland Rose, M.A. Friday, 8. Jan. 17.

Lee (St. Mildred's Hall, Bromley Road)—*Select Plays of Shakespeare*; J. Churton Collins, M.A. Tuesday, 8.15. Jan. 21. 5s.

Lewisham (Parish Church Hall, Ladywell Road)—*Browning*; W. H. Hudson. Friday, 8. Jan. 24. 5s.

Leyton (Technical Institute, Adelaide Road)—[S] *Select Plays of Shakespeare*; J. Churton Collins, M.A. Monday, 7.50. Jan. 20. 5s.

Morley College (Waterloo Bridge Road)—[S] *Missing Links in the Chain of Life* (Part II); P. Chalmers Mitchell, M.A., D.Sc. Wednesday, 8. Jan. 15. 2s. 6d.—1s.

New Cross (Goldsmiths' Institute, New Cross)—*Tennyson*; W. H. Hudson. Tuesday, 8. Jan. 21. 5s.

Passmore Edwards Settlement (Tavistock Place, W.C.)—*Europe in the Nineteenth Century* (Part II); Percy Ashley, B.A. Tuesday, 8.30. Jan. 14. 2s. 6d.—1s.

People's Palace (Mile End Road, E.)—*Tennyson*; W. H. Hudson. Wednesday, 8. Jan. 15. 5s.

Regent Street Polytechnic (Polytechnic, Regent Street)—(1) [S] *Dante's "Paradiso"*; P. H. Wicksteed, M.A. Monday, 3. Jan. 13. 7s. 6d.—5s. (Members at reduced fees).

(2) [S] *The Economics of Exchange, Finance, and Taxation* (13 lectures); A. Milnes, M.A. Monday, 8.15. Jan. 6. 5s.—3s. (Members at reduced fees).

(3) [S] *Dante's "Paradiso"*; P. H. Wicksteed, M.A. Tuesday, 8.15. Jan. 14. 5s.—3s. (Members at reduced fees).

Richmond (Presbyterian Hall, The Quadrant)—*The Renaissance in England* (Part II); E. L. S. Horsburgh, B.A. Tuesday, 3. Jan. 21. 12s. (Members of Athenæum, 8s.).

St. Luke's (Great Hall, Central Foundation School, Cowper Street, E.C.)—(1) *Shakespeare's Heroines*; Professor W. Hall Griffin, B.A. Monday, 8.30. Jan. 13. Free.

(2) *The Chemistry of Common Things*; Professor Vivian B. Lewes. Friday, 8.30. Jan. 17. Free.

Sidecup (Public Hall, Hatherley Road)—*Dante's "Paradiso"*, P. H. Wicksteed, M.A. Friday, 8.15. Jan. 17. 10s. (22s. 6d. for three of a family)—Teachers, 5s.

Stockwell (Training College, Stockwell Road, S.W.)—*Masterpieces of the Greek Drama*; J. Churton Collins, M.A. Saturday, 11 a.m. Jan. 18. 5s.

Stratford (Municipal Technical Institute, West Ham)—[S] *Social and Industrial England* (Part II); J. Holland Rose, M.A. Monday, 8. Jan. 13. Free.

Streatham (Streatham High School)—*An Introduction to Shakespeare* (Part II); W. H. Hudson. Friday, 4.15. Jan. 17. 10s. 6d. (teachers, half price).

Sutton (High School for Girls, Cheam Road)—*Famous Cities and their Place in History*; F. A. Kirkpatrick, M.A. Thursday, 8. Jan. 16. 7s. 6d. (family ticket, admitting four, 21s.).

Toynbee (1) (Toynbee Hall, 28, Commercial Street, E.)—*English Architecture*; Arnold Mitchell, F.R.I.B.A. Wednesday, 8 (class at 7.30). Jan. 15. 21s.—5s.—1s. (2) (Town Hall, Limehouse)—*France since the Great Revolution* (Part II); H. Belloc, B.A. Monday, 8. Jan. 13. 5s.—6d.

(3) (St. Stephen's Hall, Poplar)—*The Physiology of Every-day Life* (Part II); R. Hutchison, M.D. Tuesday, 8. Jan. 14. 5s.—6d.

Upper Holloway (Free Library, Highbury Hill)—[S] *English Novelists and Essayists*; R. Ashe King, M.A. Monday, 8.30 (class at 8). Jan. 13. 5s. (working men and women half price).

Walworth (Robert Browning Hall, York Street, Walworth Road)—*Master-Spirits of the Age*; Arthur Rickett, M.A., L.L.D. Thursday, 8.30. Jan. 16. Free.

Westbourne Park (Institute, 51, Porchester Road)—(1) [S] *Dante's "Paradiso"*; P. H. Wicksteed, M.A. Friday, 3.30. Jan. 17. 10s. 6d. (three of a family or school, 21s.; Members, 8s.).

(2) [S] *The Sun and Stars*; A. H. Fison, D.Sc. Saturday, 8. Jan. 18. 5s. (three of a family or school, 10s.; Members, 3s. 6d.).

West Norwood (Norwood Technical Institute, Knight's Hill Road)—*Recent Astronomical Discovery*; F. Womack, M.B., B.Sc. Wednesday, 8. Jan. 15. 1s.

Wimbledon (Lecture Hall, Lingfield Road)—*The Napoleonic Epoch*; E. L. S. Horsburgh, B.A. Monday, 3. Jan. 20. 12s. 6d.

Woolwich (Polytechnic, William Street)—(1) [S] *The History of the English People—Tudors and Stuarts* (Part II); W. G. de Burgh, M.A. Tuesday, 8. Jan. 14. 3s. 6d.; for the whole Session, 7s. 6d.

(2) [S] *The Wealth of Nations* (Part II); Gilbert Slater, M.A. Thursday, 8.15. Jan. 16. 3s. 6d.; for the whole Session, 7s. 6d.

Under the London School Board.

Chelsea (Pupil-Teachers' School, William Street, West Kensington)—[S] *The History of the English People—Tudors and Stuarts* (Part II); W. G. de Burgh, M.A. Tuesday, 3.30. Jan. 14. 10s.—5s.—Free.

Deptford (Pupil-Teachers' School, Clyde Street)—[S] *Commercial Geography* (Part II); G. G. Chisholm, M.A., B.Sc. Thursday, 4. Jan. 9. 10s.—5s.—Free.

Marylebone (Pupil-Teachers' School, Burghley Road, N.W.)—[S] *Commercial Geography* (Part II); G. G. Chisholm, M.A., B.Sc. Saturday, 11 a.m. Jan. 18. 10s.—5s.—Free.

Mile End (Pupil-Teachers' School, Essex Street, Globe Road)—[S] *Geographical Exploration and Progress* (Part II); A. W. Andrews, M.A. Thursday, 3.30. Jan. 9. 5s.—Free.

Stepney (Pupil-Teachers' School, Trafalgar Square, E.)—[S] *The Expansion of England* (Part II); W. G. de Burgh, M.A. Thursday, 4. Jan. 16. 10s.—5s.—Free.

Under the Technical Education Board of the London County Council.

Fulham (Town Hall, Fulham Road)—*Electric Power and Lighting*; E. Halford Strange, M.Sc. Tuesday, 8.30. Jan. 21. Free.

Gospel Oak (William Ellis School, Allcroft Road, N.W.)—*Electric Power and Lighting*; E. Halford Strange, M.Sc. Wednesday, 8.30. Jan. 22. Free.

Morley College (Waterloo Bridge Road)—*The Solar System*; A. H. Fison, D.Sc. Friday, 8.30. Jan. 17. Free.

Woolwich (Polytechnic, William Street)—*The Chemistry of Air, Fire, and Water*; Prof. Vivian B. Lewes. Thursday, 8.30. Jan. 16. Free.

Tutorial Classes.

[These classes are conducted under the same general conditions as the ordinary courses, except that the instruction, instead of consisting of lecture and class, is tutorial throughout.]

Toynbee (Toynbee Hall, 28, Commercial Street, E.)—(1) [S] *Plant Life* (Part II); Miss E. M. Thomas. Monday, 7.30. Jan. 13. 5s.—1s.

(2) [S] *Dissolution of the Monasteries* (Second Course, Part II); R. E. S. Hart, B.A. Tuesday, 8. Jan. 14. 5s.—1s.

(3) [S] *The Geology and Physical Geography of certain Selected Areas of the World* (Part II); A. M. Davies, B.Sc. Wednesday, 8. Jan. 15. 5s.—1s.

(4) [S] *"Paradise Lost"*; R. W. Chambers, B.A. Thursday, 8. Jan. 16. 5s.—1s.

New Lecturers.—The Senate of the University of London has appointed the following lecturers to the University Extension Staff in the Metropolitan area:—

Mr. LAURIE MAGNUS, M.A., Magdalen College, Oxford:

1. Poetry and Conduct.
2. Palgrave's "Golden Treasury."
3. An Introduction to Poetry.

Mr. GEORGE ALEXANDER T. MIDDLETON, A.R.I.B.A.:

1. Classic and Byzantine Architecture.
2. Renaissance Architecture.
3. English Norman and Gothic Architecture.
4. Continental Romanesque.

Mr. ARTHUR F. POLLARD, M.A., F.R.Hist.S., Jesus College, Oxford:

1. The Life and Times of Henry VIII.
2. The Reformation in England.
5. The Tudor Navy and the Growth of England's Sea-Power in the Sixteenth Century.
4. The Constitution under the Tudors.

Mr. GEORGE UNWIN, M.A., Scholar of Lincoln College, Oxford:

1. Industrial History.

Mr. FRANCIS WARNER, M.D., F.R.C.S., F.R.C.P.:

1. The Study of Children.

Cobden Club Prizes.—The Cobden Club have again placed at the disposal of the Council for the Session 1901-02 two Prizes, each consisting of a sum of £2 2s. and a parcel of the Club publications. These are open to all students attending a course at any Centre on an Economic subject, and will be awarded at the end of the Session to the two who are judged to have obtained the highest places in the examinations.

Studentships at the London School of Economics and Political Science.—The Governing Body of the London School of Economics and Political Science have again offered six Studentships for competition in the Session 1901-02 among University Extension students. The awards will be made by the Council of the London Society at the end of the Session to those students who are recommended by the lecturers and examiners in Economics and Political Science as most likely to profit by more advanced or more specialised work in the subject. Holders of these Studentships will be entitled to free admission to the lectures and classes of the School for one year, renewable for a second and a third year if the reports on their diligence are satisfactory. Further particulars on this point may be obtained on application to the Director of the School, at 10, Adelphi Terrace, W.C.

King's Scholarship Examination.—Local Secretaries are requested to note that henceforth the Board of Education will accept, in connection with the King's Scholarship Examination, only such Sessional Certificates as have been awarded after an examination held at the end of the full Sessional course of twenty-five lectures.

The Age Limit.—The Council again desire to remind Local Committees, students, and others that the Society's lectures are not intended for those of school age; and that, by their Regulations, lecturers are not required to correct the papers of students under fifteen years of age, nor are such entitled to enter for the examination and obtain Certificates.

The "University Extension Journal."—Local Secretaries are reminded of the arrangement by which they can be supplied with packets of not less than a dozen copies at the rate of 1d. per copy; this does not include the cost of carriage, which is:—for one dozen copies, 4d.; for two dozen, 5d.; for three dozen, 6d.; for four dozen, 7d. Application should be made, not to the Central Office, but to the Publishers.

IV. VICTORIA.

Lent Term, 1901.

[The figure placed after the title of the course indicates the number of lectures of which it consists. The date is that of the first lecture. Courses given in connection with the Society for University Extension in Liverpool and District are marked with an asterisk.]

(1) Long Courses.

[Examinations are held, and Certificates awarded, on these courses. The University Examination in connection with certain courses, extending over either one or two Sessions, and comprising not less than twenty-four lectures, is accepted by the Education Department in lieu of the Queen's Scholarship Examination for Pupil-teachers in the corresponding subject. Such courses are marked with a dagger (†).]

***Hoylake** (Town Hall)—*First Principles of Chemistry*, 12; A. W. Titherley, D.Sc. Wednesday, fortnightly, 8. Resumes Jan. 8.

†**Leeds** (Pupil-teachers' Centre)—*English Literature*, 24; Dr. F. W. Moorman. Monday, weekly, 9 a.m. Resumes Jan. 6.

†**Liverpool**—

1. ***University College**—*The Rise of the British Empire*, 24; J. Ramsay Muir, M.A. Tuesday, weekly, 6.30. Resumes Jan. 7.

2. ***Training College of Notre Dame** (Mount Pleasant)—*The Rise of the British Empire*, 12. Dates not fixed.

†**Manchester** (Pupil-teachers' Centre)—*The Age of Milton*, 24; Prof. Herford. Thursday, weekly, 11 a.m. Resumes Jan. 9.

†**Oldham** (Pupil-teachers' Centre)—*English History, 1603-1660*, 24; A. J. Sargent, M.A. Wednesday, weekly, 7.30. Resumes Jan. 15.

†**Salford** (Pupil-teachers' Centre)—*The Growth of the British Empire*, 24; A. J. Sargent, M.A. Monday, weekly, 5. Resumes Jan. 6.

(2) Short Courses.

[Certificates are not awarded in connection with these courses.]

Liverpool—

1. ***Kirkdale** (Technical Schools, Carisbrooke Road)—*The Making of Modern England*, 6; J. Ramsay Muir, M.A. Friday, fortnightly, 8. Date not fixed.

2. **Trades' Council Course**—*Trades Unionism*, 6; Norman Wyld. Details not fixed.

Manchester—

Ancoats (New Islington Hall)—*Ancient Egypt*, 6; W. E. Hoyle, M.A., M.Sc. Wednesday, fortnightly, 8 p.m. Jan. 29.

***Oxton and Cloughton** (Birkenhead School, Shrewsbury Road)—*The Renaissance in Italy*, 6; Prof. Woodward. Monday, fortnightly, 8.15. Date not fixed.

***Waterloo** (Town Hall)—*English Novelists of the Nineteenth Century*; Ramsay Muir, M.A. Thursday, fortnightly, 8. Date not fixed.

Under the County Councils of the North, East, and West Ridings of Yorkshire.

Bubwith (Board School)—*Hygiene of Farm Animals*, 5; Veterinary Lieut.-Col. Steel. Wednesday, weekly, 7. Jan. 8.

Burrill-cum-Cowling (The Institute)—*Hygiene of Farm Animals*, 5; Veterinary Lieut.-Col. Steel. Thursday, weekly, 6.30. Feb. 13.

Cloughton (Board School)—*Agriculture*, 5; C. F. Archibald. Thursday, weekly, 7. Feb. 13.

Croft (National School)—*Live Stock*, 5; R. W. Haydon. Tuesday, weekly, 7. Jan. 7.

Darfield (Infants' School)—*Feeding of Live Stock*, 5; C. F. Archibald. Wednesday, weekly, 7.30. Jan. 8.

Eldwick (Board School)—*Agriculture*, 5; C. F. Archibald. Monday, weekly, 7.30. Jan. 6.

Fairburn (Board School)—*Artificial Manures*, 5; R. W. Haydon. Wednesday, weekly 7. Jan. 8.

Glaisdale (Board School)—*Live Stock and Feeding Stuffs*, 5; C. F. Archibald. Friday, weekly, 7. Feb. 14.

Great Smeaton (Board School)—*Hygiene of Farm Animals*, 5; Veterinary Lieut.-Col. Steel. Wednesday, weekly, 7. Feb. 12.

Holme-on-Spalding Moor (Board School)—*Hygiene of Farm Animals*, 5; Veterinary Lieut.-Col. Steel. Thursday, weekly, 7. Jan. 9.

Kirkburton (Girls' School)—*Hygiene of Farm Animals*, 5; Veterinary Lieut.-Col. Steel. Friday, weekly, 7.30. Feb. 14.

Kirkby Malzeard (Mechanics' Institute)—*Agriculture*, 5; C. F. Archibald. Thursday, weekly, 7. Jan. 9.

Marton (School-room)—*Agriculture*, 5; R. W. Haydon. Monday, weekly, 7. Jan. 6.

North Cave (Boys' School-room)—*Improvement and Cultivation of Soils*, 5; R. W. Haydon. Monday, weekly, 7.30. Feb. 10.

Skidby (School-room)—*Hygiene of Farm Animals*, 5; Veterinary Lieut.-Col. Steel. Friday, weekly, 7.30. Jan. 10.

Slaidburn (Grammar School)—*Dairy Farming*, 5; C. F. Archibald. Friday, weekly, 7.30. Jan. 10.

Snainton (Old School)—*Agriculture*, 5; C. F. Archibald. Wednesday, weekly, 7. Feb. 12.

Snaith (Club-room)—*Manures and Manuring*, 5; R. W. Haydon. Thursday, weekly, 6. Feb. 13.

Wadworth (National School)—*Agriculture*, 5; R. W. Haydon. Tuesday, weekly, 7. Feb. 11.

(3) Pioneer Courses.

Pioneer courses will be given at **Horwich** (4 lectures), **Ince-in-Makerfield** (6 lectures), and **Newton-in-Makerfield** (2 lectures).

Award of Certificates.—Certificates are only awarded after examination on courses of ten or more lectures. A copy of the Regulations relating to examinations and certificates will be forwarded on application.

Courses for the Lent and Summer Terms.—Applications for new courses should be made without delay to the Secretary of the Extension Committee, Victoria University, Manchester; to Norman Wyld, Esq., University College, Liverpool, Secretary for the Liverpool Centres; or to F. W. Moorman, Esq., B.A., Ph.D., Secretary for the Leeds Centres.

The "University Extension Journal."—Local Secretaries are entitled to order, direct from the publishers, packets of twelve or more copies at the rate of 1d. each, in addition to postage (4d. for twelve, 5d. for twenty-four, etc.).

BOOKS RECEIVED.

From the AGENT GENERAL FOR NEW SOUTH WALES.
Picturesque New South Wales. An Illustrated Guide for Settler and Tourist. By T. A. Coghlan. (Sydney, 1901.)

From MESSRS. LONGMANS, GREEN, AND CO.
The Mind of a Child. By Mrs. Ennis Richmond. 3s. 6d. net. (1901.)

From the CAMBRIDGE UNIVERSITY PRESS.
The Geological History of the Rivers of East Yorkshire. By F. R. C. Reed, M.A. 4s. net.

From MESSRS. MACMILLAN AND CO.
Source Book of the History of Education for the Greek and Roman Period. By Paul Monroe, Ph.D., Adjunct Professor of the History of Education, Teachers' College, Columbia University. 10s. net. (New York, 1901.)

A Short History of England. For School Use. By Katharine Coman, Ph.B., Professor of Economics in Wellesley College, and Elizabeth Kendall, M.A., Professor of History in Wellesley College. 5s. (New York, 1902.)

The Language and Metre of Chaucer. By Bernhard Ten Brink and F. Kluge. Translated by M. Bentinck Smith. 6s. net. (1901.)

From MESSRS. METHUEN AND CO.
A Concise Dictionary of Egyptian Archaeology. A Handbook for Students and Travellers. By M. Brodrick and A. Anderson Morton. 3s. 6d.

From WALTER SCOTT.
A History of Geology and Palaeontology, to the End of the XIXth Century. By Karl A. von Zittel, Professor in the Univ. of Munich. Translated by Maria M. Ogilvie-Gordon, D.Sc., Ph.D. 6s.

From WILLIAM HEINEMANN.
Britain and the British Seas. By H. J. Mackinder, M.A., Reader in Geography in the University of Oxford; Principal of Reading College. With Maps and Diagrams. 7s. 6d. (1902.)

THE CENTRAL OFFICES.

The names and addresses of the Secretaries of the four Central Authorities are as follows:—

The Oxford Delegacy—J. A. R. MARRIOTT, M.A., University Extension Office, Examination Schools, Oxford.

The Cambridge Syndicate—R. D. ROBERTS, M.A., D.Sc., Syndicate Buildings, Cambridge.

The London Society—C. W. KIMMINS, M.A., D.Sc., Charterhouse, London, E.C.

The Victoria Committee—P. J. HARTOG, B.Sc., Victoria University, Manchester.